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Perceptions of Occupational Traits and Characteristics of Title III - Esea Project Directors, State of Illinois

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PERCEPTIONS OF OCCUPATIONAL TRAITS AND CHARACTERISTICS
OF
TITLE III-ESEA PROJECT DIRECTORS
STATE OF ILLINOIS

A DISSERTATION
PRESENTED TO THE GRADUATE FACULTY
OF THE
SCHOOL OF EDUCATION
LOYOLA UNIVERSITY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
DOCTOR OF EDUCATION

by
Jerald J. Saimon

1972

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To my wife Florence, a very special word of love and admiration for her untiring loyalty and encouragement throughout the various phases of the program.

Vita

Jerald J. Saimon was born in Chicago, Illinois, and is a product of the Chicago Public Schools. Following service in the United States Navy during World War II, he received a Bachelor of Science degree from Northern Illinois University in 1952. He acquired a Master of Arts degree from Northwestern University in 1957, and the Doctor of Education degree from Loyola University of Chicago in 1972.

Jerald J. Saimon began his educational career in Mundelein, Illinois, as an elementary classroom teacher. His experiences in Mundelein included junior high school teaching, elementary and junior high school principalships, and assistant superintendent. Mr. Saimon then served as superintendent for the Winthrop Harbor, Illinois, school system. Next, he was appointed as a regional supervisor for the Office of Superintendent of Public Instruction in the Division of Planning and Development, State of Illinois.

At the present time Jerald J. Saimon serves as superintendent for two districts, Elementary School District #33 and Community High School District #94, DuPage County, West Chicago, Illinois.

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CHAPTER I

THE PROBLEM

American education moved in a new direction when the United States 89th Congress in April, 1965, passed Public Law 89-10, The Elementary and Secondary Education Act. At the time Public Law 89-10 was initially acted upon, the Act was a proportioned legislative package containing two primary emphases: first, to strengthen, and second, to improve the educational quality and opportunities within the nation's elementary and secondary schools. Five segments, or "titles", were a part of the original act with Titles I, II, and V focusing primarily upon equality of educational opportunities, while Titles III and IV of the Act were concerned with the quality of education. Title III, in fact, all of ESEA, traces its origins to the creation of a Task Force on Education established by President Lyndon B. Johnson in 1964. The task force was to examine urgent problems and needs in elementary and secondary education and to recommend solutions to these problems.¹

The Elementary and Secondary Act provided for the first time in our national history massive federal assistance to public education.

¹Blair Worthen, "The Evolution of Title III: A Study in Change," Theory into Practice, 6:104, June, 1967.

Congressman Hugh V. Perkins of Kentucky stated that, "the commitment of the federal government in support of a broad range of programs designed to improve the quality of education in this country must rank as one of the most significant developments of our time."² The struggle to achieve federal support for public elementary and secondary schools has been going on intermittently since the Reconstruction Period. However, the real pressure for the federal support has been increasing since the end of World War II. This pressure has been exerted by many diverse social and educational forces but mainly has been due to the local community heavy taxation burden; due to the mobility of the national population resulting in the awareness of the need to improve poorer and inferior school districts; and due to the awareness of many citizens of the importance of a good modern education.

The Elementary and Secondary Educational Act, especially Title III, exemplifies the success of the long and difficult struggle toward federal support of education. Dr. Nolan Estes, former Associate Commissioner of ESEA, described the purposes of Title III in the following statement.

It was designed to encourage school districts to develop imaginative solutions to their educational problems through effective utilization of research findings and intelligent use of supplementary centers

²Hugh Perkins, "Federal Participation and Its Results," Educational Leadership, 24:39, October, 1966.

and services. The program seeks to translate the latest knowledge about teaching and learning into widespread educational practice, simultaneously creating an awareness of new high-quality programs and services that can be incorporated in school programs. The Title III program seeks to encourage innovation, to demonstrate worthwhile educational innovations through exemplary programs, and to supplement existing programs in the provision of a creative force for the improvement of schools.³

Wilbur J. Cohen, former Secretary of the Department of Health, Education, and Welfare, speaking before the President's National Advisory Council Conference on Innovation stated that, "the past years of Title III have allowed education to make a great break with the past because of the passage of this generalized type of aid to local school districts."⁴

Title III is unique in its broad mandate because it includes almost every aspect of education: pre-school, elementary, secondary, out-of-school, adult education, and a great array of subject areas and combinations. Harold Howe II, former Commissioner of Education, indicated that Title III was born of the conviction that if our schools did not make change, then they needed a stimulant to seek out new ideas.

³Dr. Nolan Estes, Government Operations Committee, Operations of Office of Education Hearings, House of Representatives, October, 1967, Item 1016:15.

⁴Wilbur J. Cohen, "Opening Remarks," PACE Report, 2:3-4, Oct., 1968.

Richard I. Miller, in his report to the 89th Congress, indicated that Title III or "PACE", (Projects to Advance Creativity in Education) had developed into fifty-four contests - fifty states, the District of Columbia, and three territories. He further stated that Title III was intended to bring new ideas and new personnel with fresh approaches and recommendations together at a no risk money venture for the local school district.⁵ Title III has an unusual financial concept which differs from other federal programs since it provides for 100 per cent funding grants over a period of three years and is completely unlike other programs that have a matching fund ratio.

Educational personnel and researchers alike were pleased by the non-matching, non-categorical "government money" distributed to undertake for a period of three years almost any type of educational innovation. School boards, through their superintendents and staff, could launch such innovations as rapid retrieval systems, computer-assisted instruction, conservation and outdoor centers, art seminars, opera programs for the disadvantaged, traveling dramatic and musical shows, store front counseling centers, modular scheduling and team teaching, T.V. learning while enroute to school, space and

⁵ Richard Miller, "Catalyst For Change: A National Study of ESEA, Title III, "U.S. Government Printing Office, 1967.

planetarium centers, and many others. Researchers could, on a local level, attempt such new ideas as the systems approach to instruction, Program Evaluation and Review Techniques (PERT), Stufflebeam's Context, Input, Process and Product Model (CIPP), management by objectives, evaluations using Mathematical Analysis of Perception and Preference (MAPP), and Program Planning and Budgeting Systems (PPBS). In addition, Evaluative Programs for Innovative Curriculum (EPIC) and Research and Information Services for Education (RISE) were field tested through regional centers funded by PACE.⁶

Since the inception of Title III in April, 1965, over 9,000 proposals have been submitted by school districts throughout the country as of the 1970-71 school year. This has resulted in more than 400 million dollars being funded to over 3,500 projects. These programs have reached some 12 million persons consisting of approximately 350,000 pre-school children, 400,000 out-of-school young adults, 355,000 teachers, 350,000 parents, and nearly 11,000,000 school age students.⁷

⁶Norman E. Hearn, "Innovative Educational Programs: A Study of the Influence of Selected Variables Upon Their Continuation Following the Termination of Three Year ESEA Title III Grants" (unpublished Doctor's thesis, The George Washington University, Washington, D. C., 1969) p. 15.

⁷Estes, op, cit. p. 20

The nature of Title III complicates the personnel picture for the upward, mobile, and creative individual because PACE may or may not be the best avenue to pursue for a career-minded educator. It is not in the normal line and staff pattern of an administrative hierarchy but, instead, is considered somewhere "in between." Due to the innovative demands of Title III, there may be indications that this program has attracted the more intellectually oriented, creative individuals who have extremely high work capacities. Throughout the field of professional education there are supposedly many dynamic, ambitious, and restless individuals who can be a vital force in educational improvement. It has also been said that many of these educators leave the profession because of low salaries or poor working conditions. However, there is the concern that many leave the profession because of a lack of challenge in their teaching or administrative positions. PACE possibly has become a natural home for this particular type of educator who does not want to remain a classroom teacher nor search for and/or remain in the administrative syndrome.

However, arising from the personnel horizon is a series of questions and problems that certainly will affect and eventually dictate the long course of action for Title III. The problems focus upon whether or not the professional educator placed into the position of directing a project, can actually define innovation, develop evaluative procedures,

undertake the complicated process of change, establish effective administrative project relationships, enlarge upon effective management procedures, and deal with a host of other situations.

The original ESEA-Title III program makes no mention or description of the leadership role pertaining to the director of a project. Guidelines of the PACE manual do not spell out or indicate what criteria are to be utilized with respect to the director's training, educational experiences, administrative background, age, sex, and other factors. During the past periods of funding for Title III, there has not been an investigative or analytical review of the project director to determine whether he be an administrator, or a research specialist, or an educational change innovator. Certainly with all the clamor and pressure for educational change, there cannot be any escape from the realization that Title III-ESEA is a ready source of "free money" for experimentation. However, there also cannot be any doubt that educational change is brought about through an administrative style that encompasses an ever demanding role and expertise.

Purpose of the Study

The purpose of this study is to determine whether or not there are dominant occupational characteristics of Title III-ESEA project directors, State of Illinois, as measured by the Occupational Characteristics Index instrument. In addition, the study will attempt to identify these dominant occupational

characteristics if they exist. Further, the study will make a three-pronged effort in attempting to identify the occupational characteristics through self-perceptions by the project director, perceptions of the project director by the superintendent of the Title III-ESEA project, and perceptions of the project director as perceived by two peer workers in each project.

Over the past five years there have been relatively few studies that reported upon the success and failures of Title III-ESEA programs throughout the United States. One of the most noteworthy of these studies was initiated by Dr. Richard I. Miller, Professor at the University of Kentucky, who conducted a national study of ESEA-Title III for the United States Congress on two different occasions. Another study was undertaken by Doctors Charles E. Benson and James Guthrie, University of California, Berkeley, in which they examined sixty Title III-ESEA projects throughout the United States. A third study by Arthur Little Inc., a consultant firm in California, compiled data for a study of Title III which focused upon regional planning agencies in California. Other studies have also been reported by the Department of Rural Education of the National Education Association. Norman E. Hearn, U.S. Office of Education, compiled a study which focused upon Title III projects that continued to operate after the termination of federal funding.

The above listed studies were primarily concerned with

appraising the degree of success or lack of success in meeting the basic guidelines as set forth by the Title III-ESEA PACE Manual. Reacting to these studies, the investigation showed that very little consideration had been given toward an analysis of the leadership role of the project director. In fact, little, if any, consideration is given in the PACE guidelines that defines the training and experiences of personnel needed to head a Title III-ESEA project.

Dr. Richard I. Miller, in his first national study, expressed the view that PACE is a natural home for the creative, ambitious, and restless individual, and that enthusiasm and intelligence are predominant traits among project directors.⁸ Miller's statement may be true, but virtually no data have been forthcoming to support his views.

Since ESEA's inception, millions of dollars and thousands of students have been involved in the program. It appears, however, that little evidence is forthcoming which reviews or interprets the leadership role of the project director or his effectiveness during the three year funding period. James N. Jacobs, Director of Program Development, Cincinnati Public Schools, stated "the lack of qualified personnel is a major stumbling block in Title III-ESEA. The primary impulse upon the granting of a proposal to an

⁸Miller, loc. cit.

administering district is to permit currently employed staff members to conduct the operational aspect of the project."⁹ The question that ultimately follows is whether or not these various appointees are really matched according to their abilities with the demands of the position. A study by John E. Hopkins dealing with the multi-approach to in-service training of Title III-ESEA specialists, revealed several important considerations regarding project directors. He indicated that if the directors are to venture forth displaying creativity and innovativeness in regard to the project, they must be situated outside the regular line of command and hierarchy in order to function successfully. Hopkins further stated that a shortage of qualified development and demonstration specialists would threaten the success capabilities, as well as hinder the performance functions, in the strategy of change embodied in the PACE concept.¹⁰ A. Harry Passow, Teachers College, Columbia University, also voiced his concern about Title III and the leadership role. He indicated that the shortage of qualified personnel continues to hamper Title III-ESEA. He further indicated that projects borrow or steal

⁹James N. Jacobs, "Constraints and Operating Problems in Title III," Theory Into Practice, June, 1967, p. 148.

¹⁰John E. Hopkins "Internal Training of Title III Specialists," Theory Into Practice, Vol. VI. #3, June, 1967, pp. 134-140.

personnel from other projects or programs usually within the local system. Passow also stated that projects very seldom indicate personnel problems but instead refer to the need for training programs which would provide staff members with qualifications suited for Title III-ESEA.¹¹ One criterion for assessing proposals submitted for funding lists adequacy of staff. Yet, school systems are hesitant to admit that there is a shortage of adequately trained individuals to lead the various PACE projects.

Guy T. Buswell, from the University of California, Berkeley, writing a research paper that was funded by the federal government, presented views stating that the research trainees or innovators in education should be endowed with certain characteristics. He further stated that the personal characteristics should include demonstrated creativity and imagination in the classroom; intelligence, but not necessarily brilliance; a sense of organization; moderate responsiveness to rules and regulations; a general age range of twenty-five to forty years, with the younger candidates taking precedence; and sufficient emotional stability to understand the redesigning which must inevitably take place in bringing about

¹¹A Harry Passow, "Is PACE On Target," Theory Into Practice, Vol. 7, No. 4, June-July, 1967, p. 41.

educational change.¹²

Senator Peter H. Dominick of Colorado expressed his concern when he said:

As a legislator I am vitally concerned whether (Title III-ESEA projects) are in fact accomplishing the objectives envisioned by Congress, and whether the money appropriated is being properly spent... I am specifically concerned about whether the program conducted will have a lasting effect on the school--or if, when the money for a project is exhausted and the initial program is terminated, the tent will be folded with little imprint on the educational processes of the school.¹³

Thus, this study is an attempt to investigate and to bring additional information and insight into the Title III-ESEA evaluation context through a collection of data on occupational characteristics of project directors. Hopefully, it will add significantly to the body of knowledge about educational leadership in American public schools.

II. METHODOLOGY OF THE STUDY

The procedures followed in the conduct of the study are typical of those used in a descriptive and inferential research design. A question is identified focusing on an important educational concern; related literature is reviewed;

¹²Guy T. Buswell, "Training for Educational Research-Center for the Study of Higher Education," Research Project 51074, University of California, Berkeley, 1966.

¹³Peter H. Dominick, "View From the Top-Congressman Look at Evaluation," PACE Report, (Nov. 1967), pp. 5-8.

a survey instrument is used; and the collected data are summarized and analyzed for significant findings and implications for the solution of current educational concern.

The problem selected for study is one which the investigator had first-hand knowledge as a regional supervisor for the Office of the Superintendent of Public Instruction, State of Illinois, in the Department of Planning and Development, and also as a superintendent of a public school district which has received funds for a Title III-ESEA project. The problem extended itself to the consideration of the type of person to select for the project director's position as to dominant characteristics and traits.

Selection of the Population

The population to be surveyed was determined after reviewing the publication prepared by the State of Illinois on approved innovative and exemplary projects in Illinois schools titled "Forces for Change in Illinois Schools", April, 1970. The publication listed forty-seven operating projects, but one project had four separate operating phases which made the final possible population count at fifty.¹⁴

Original contact was made by telephone or in person to all fifty project directors, in an attempt to have them

¹⁴Office of the Superintendent of Public Instruction, "Forces For Change in Illinois Schools," State of Illinois Publication, April, 1970.

participate in the study. As part of the initial contact, a statement was made to the director to request his superintendent and two peer workers in his project to become a part of the study. The final count of participants was forty from a total of fifty project directors, for a total of 80 per cent; forty out of fifty superintendents, for a total of 80 per cent; and eighty out of one-hundred peer project workers, for a total of 80 per cent.

Surveying Instruments

Two instruments were used in surveying the population. Several personality inventory devices such as the Personal Data Form, The Edwards Personal Preference Schedule, The Cattell Sixteen Personality Factors, The Bills Manual for the Index Adjustment Values, and The Self-Description Inventory developed by Ghiselli were reviewed and evaluated. None of the above listed instruments completely met the study's self-derived criteria necessary to gain an interpretation of the proposed hypotheses. In this study the Occupational Characteristics Index, as developed by Simpson, Slater, and Stake, was selected because it differs from other instruments used in self-concept in attempting to establish views of self in relation to specific roles. As its title indicates, the Occupational Characteristics Index is directed primarily toward occupations.¹⁵ The developers assumed that for any given

¹⁵Reliability and validity information on this instrument is found in Chapter III of this study.

person, discrepancies between actual self and an ideal as perceived by others, may be quite different in magnitude, depending upon whether he is asked to describe himself as a statistician, a superintendent, a teacher, an educational leader, or a project director. This instrument identified twelve groups of personality traits referred to as clusters. These were as follows: innovator, manager, interactionist, leader, sage, youthful aspirer, intellectual, long-suffering advisor, inducer, active originator, reasonable adapter, and organizational realist.

A second survey instrument was designed for this study and administered to the population. This instrument focused upon demographic data such as age, experience, training, sex, salary, and other items.

Collecting the Data

The questionnaires were either mailed or personally delivered to the project directors for distribution, and a period of twenty weeks transpired before the above listed totals were complete. Several follow-up letters and calls were made in an attempt to increase the percentage of participation. However, the percentage did not increase. In addition, approximately 66 per cent of the three participating groups were personally interviewed. All data were forwarded to the University of Illinois Computer Center for programming.

Hypotheses of the Study

The two main questions investigated in the study centered upon the premise that there are definite occupational characteristics among Title III-ESEA project directors and that these occupational characteristics can be identified as viewed by the three sampled groups-the project directors, the superintendents, and the peer workers.

Hypotheses of the Study

1. Title III-ESEA project directors are perceived by the three sampled groups to possess innovator traits and characteristics rather than manager traits and characteristics.
2. Title III-ESEA project directors are perceived by the three sampled groups to possess interactionist traits and characteristics rather than leader traits and characteristics.
3. Title III-ESEA project directors are perceived by the three sampled groups to possess sage traits and characteristics rather than youthful aspirer traits and characteristics.
4. Title III-ESEA project directors are perceived by the three sampled groups to possess intellectual traits and characteristics rather than long-suffering advisor traits and characteristics.
5. Title III-ESEA project directors are perceived by the three sampled groups to possess active originator traits and characteristics rather than inducer traits and

characteristics.

6. Title III-ESEA project directors are perceived by the three sampled groups to possess reasonable adaptor traits and characteristics rather than organizational realist traits and characteristics.

III. DEFINITIONS OF TERMS USED

ESEA

Refers to the Elementary and Secondary Education Act of 1965. This Congressional Act was also referred to as Public Law 89-10.

Title III-ESEA

Refers to one of several titles within the original Elementary and Secondary Education Act. Title III refers specifically to "innovative and exemplary" programs funded by the U.S. Office of Education and by the Office of the Superintendent of Public Instruction, State of Illinois.

PACE

Projects to Advance Creativity in Education, an acronym for the Title III phase of ESEA.

Project

An administratively and fiscally self-contained program for planning or delivering educational services to persons in an individual school and/or a total school system.

Project Director

The administrator who heads a Title III-ESEA project. The director supervises the operational procedures and is directly responsible to the superintendent of the legally administering district. He should possess a wide variety of skills.

Superintendent of Title III-ESEA Project

All Title III-ESEA approved projects are funded directly to the local administrative district headed by the superintendent who does not administer the day-by-day operations. The superintendent is usually the immediate superior of the project director.

Title III-ESEA Project Workers

Project workers within a Title III-ESEA project are professionally certified peer workers who work directly with the project director.

Occupational Characteristics Index

A self concept instrument used to establish views of self in relation to specific roles.

Because of the frequent references to the clusters within the Occupational Characteristics Index, the terms are defined in Chapter III. .

Trait

A distinguishing characteristic or quality of a person, such as creativeness or imagination.

Cluster

Includes two or more personality traits; for example, the term "innovator" includes the four personality traits of creativeness, imagination, originality, and resourcefulness.

There are twelve clusters available from the Occupational Characteristics Index. Additional discussion pertaining specifically to the survey instrument will be discussed in Chapter III.

IV. LIMITATIONS OF THE STUDY

In order to establish a field of study which might be covered with reasonable completeness, the study was limited in several respects.

1. It deals with a period from April, 1965, to January, 1971, a period of development, organization and operation of Title III-ESEA programs.
2. It deals only with Title III-ESEA and none of the other ESEA programs.
3. It deals exclusively with fully operational PACE projects in the State of Illinois during the 1970-71 school year.
4. It is not concerned as to whether or not the projects were in their first, second, or third year of funding.
5. It concerns itself with perceptions of the project directors, by the project directors, by the superintendents, and

by the peer workers within PACE projects.

6. It was based on the assumption that all participants would complete the items on the Occupational Characteristics Index device truthfully.

7. It presents a limited but appropriate analysis of the data collected.

V. ORGANIZATION OF THE REMAINDER OF THE STUDY

Chapter II reviews the literature in three areas. They are as follows: data pertaining to the concept of self-judging and judging of others; data revolving around the use of the Occupational Characteristics Index instrument in studies that attempt to identify traits and characteristics; and data which relates to Title III-ESEA project directors.

The design of the study is described in Chapter III, including a description of the surveyed population, and the surveying instrument. Chapter IV deals with an analysis of the data.

Summary, conclusions, and recommendations for further research are presented in the fifth and final chapter.

CHAPTER II

REVIEW OF THE LITERATURE

During the five year historical period from 1965 to 1970 of the Elementary and Secondary Education Act, a variety of investigative studies had been compiled which pertain to the Title III or PACE aspect of the Act. A portion of the studies focused upon the evaluation components of design, procedures, operations, and results as developed by Daniel L. Stufflebeam of the Ohio State University Evaluation Center. Other investigative studies focused upon the problems of project operations, while still other studies concentrated upon the role of the federal and state governmental agencies revolving around Title III-ESEA.

A review of various sources for educational data and research brought forth limited information that related directly to personnel within Title III of the Elementary and Secondary Education Act. In fact, the investigated sources revealed that only one study was within the confines of the proposed study of identifying traits and characteristics of Title III-ESEA project directors.

As indicated earlier in the study, the evaluation of PACE projects is a part of the guideline format requirements of Title III-ESEA. Yet, very little emphasis is devoted to the personnel evaluation, especially the project director, by

evaluators of PACE projects. The need to compile meaningful data and information concerning PACE project directors is apparent and vital for the future of Title III-ESEA. The success or failure of an educational endeavor focuses upon the leadership facet and upon the people who are involved. This fact is pin-pointed by Egon Guba who studied Title III-ESEA projects and said:

It is very dubious whether the results of these evaluations will be of much value to anyone. They are likely to fit well, however, into the conventional schoolman's stereotype of what evaluation is: something required from on high that takes time. None of these product evaluations will give the Federal Government the data it needs to review the general Title III program and to decide how the program might be reshaped to be more effective.¹

Guba and others who have attempted to evaluate Title III-ESEA projects, have indicated that the best laid, most logical plan or model proposal for evaluation often fails because the human element is frequently overlooked. Educational researchers, in a wide variety of documented studies, have concurred with Guba's concern regarding the human element in leadership roles in education. This human element in leadership roles is particularly true in a new and innovative program concept such as Title III-ESEA which requires leadership skills of the

¹Egon Guba, "Evaluation and the process of Change," in Richard I. Miller, Catalyst for Change: A National Study of Title III-ESEA, 90th Congress, U. S. Senate Committee on Education & Public Welfare, U. S. Government Printing Office, Washington, D. C., 1967.

director as an implementor, disseminator, evaluator, and innovator. In addition, the need for factual and updated information concerning Title III-ESEA progress is evident because of the vast sums of federal funds that are being made available to school districts throughout the country. During the fiscal 1971 year, the United States Congress appropriated approximately \$1,915,968,000 to the Elementary and Secondary Education Act. Information released by the Department of Health, Education, and Welfare, Office of Education, in July, 1971, indicated that the United States Congress expects to appropriate \$1,993,278,000 during fiscal 1972. The fiscal 1972 appropriation is an increase of over \$87,000,000 from the previous fiscal year. Of the total appropriated ESEA funds for fiscal 1972, the Office of Education estimates that Title III (PACE) would receive approximately \$146,284,000. The State of Illinois would receive \$7,188,477 from the total nation-wide PACE fund in order to continue funding present operating projects and to underwrite new projects for fiscal 1972.²

As the study previously indicated, PACE guidelines require very limited evidence of the qualifications of personnel within a project. Yet, the appointment of directors to PACE

²U.S. Health, Education, and Welfare Office, "Estimated State Allotments For Fiscal 1972," Office of Education, Washington, D. C., July, 1971, p. 1.

projects in Illinois, whether based upon suitable qualifications or made because of convenience or favorable circumstances, has never seriously been appraised by evaluators of Title III-ESEA programs. It was not until the 1969-70 school year in Illinois that the full impact of PACE was realized by the public school systems. At that time, public school administrators, supervisors, teachers, and administrative personnel for Title III-ESEA within the Office of the Superintendent of Public Instruction, State of Illinois, began to ask pertinent questions regarding PACE projects. A great many inquiries were naturally directed toward an evaluation of the success and failure of the many diversified programs. Questions were also directed toward the leadership phase of PACE projects in Illinois. Therefore, it became apparent that there were many unanswered questions with respect to the directors of PACE projects as to their training, age, sex, administrative and educational experiences, salary, selection to the position, and their success in meeting the demands of innovative and exemplary educational experiments. As a result of the discussions concerning the directorship of PACE projects by evaluators, the queries arose regarding the type of educational leader that was emerging and could this type of educational leader be readily identified.

The need to identify leadership traits and characteristics of project directors of PACE programs was highlighted in a study completed by Norman Hearn in

1969.³ Even though Hearn's study focused upon the termination of three year Title III-ESEA grants, he indicated that in order to have meaningful evaluation of the PACE directorship, the development of a model structure of human behavior within that program would need to be developed. Hearn stressed the importance and significance of the leadership role with PACE projects and concluded in his study that there was an imperative need for refining the criteria for selecting personnel to head future Title III-ESEA projects.

In order to expand upon the relatively narrow limits of research specifically concerned with PACE project directors, the remaining portion of chapter two is devoted to three phases in the review of literature. First, since the study concentrates upon the premise that there are definite occupational characteristics among Title III-ESEA project directors in the State of Illinois, and that these occupational characteristics can be identified, a brief review of the studies pertaining to the ability to judge and self-judge characteristics is vital to this study. Second, since the Occupational Characteristics Index is the primary investigative instrument used in this study, a brief review of other studies that have utilized

³Norman E. Hearn, "Innovative Educational Programs: A Study of the Influence of Selected Variables Upon Their Continuation Following the Termination of Three-Year ESEA, Title III Grants, (Unpublished Doctor's thesis, George Washington University, Washington, D.C.) 1969.

the instrument and measured its effectiveness are reviewed. Third, the literature that relates to Title III-ESEA project directors is perused.

I. Studies pertaining to the concept of self-judging and the judging of others.

The question of whether or not individuals can accurately judge others or judge themselves has been proposed many times over the past several decades. A wide variety of investigative studies has been completed in recent years which focused upon factors that are related to the ability to judge accurately such behavioral characteristics as abilities, traits, action tendencies, motives, and emotions of other people. Ronald Taft, a leading researcher in the field of judging others, has posed the question of "whether or not there are individuals who can consistently demonstrate ability to judge others accurately and, if this be the case, what are the correlates of such ability?"⁴ Taft found in his studies that there are a number of different methods of measuring ability to judge others and these different methods often result in conflict among individuals making the judgments. Taft also attested in his studies that there is a distinction between

⁴Ronald Taft, "The Ability to Judge People," Psychological Bulletin, Vol. 52, No. 1, January, 1955, pp. 1-3.

analytic and non-analytic judgments. Taft found that in analytic judgments, the judge of others is often required to conceptualize and to quantify specific characteristics of the subject in terms of a given reference. Thus in the case of judging project directors, analytical-judgments mainly involve the process of inference, possibly comparing typical performances, rating traits, and identifying personality characteristics. In the area of rating and ranking traits (analytic method), Taft found the method to have clear-cut quantification results. In non-analytic judgments, as described by Taft, the judge of others often responds in a global fashion. An example of non-analytic judgments results in matching persons with personality descriptions and also in making predictions of the judged person's behavior.

Another study, completed in 1968 by Vingol and Antonoff, reported that the ability to judge others accurately on certain defined personality characteristics is an asset in a number of occupations where evaluation and selection are important.⁵

However, during the initial writing of this study, concern was expressed as to whether or not there would be accuracy of judgments by the sampled population. This concern

⁵F. J. Vingol and S. R. Antonoff, "Personality Characteristics of Good Judges of Others," Journal of Counseling Psychology, Vol. 15, No. 1, 1968, pp. 91-93.

evolved because of the personal acquaintances amongst members of the various PACE projects. Taft disclosed in his studies that a possible handicap might exist in judging close acquaintances because of a bias toward favorable judgments where close acquaintances are concerned. In his initial studies he was of the opinion that the handicap of close acquaintances could set up complicated interactions between the accuracy of judging and the degree of familiarity. However, Taft also revealed later in his studies that other investigators had found that familiarity with the object person became a positive and accurate aid in the judging of others.⁶

One important empirical study on the relationship between familiarity and accuracy of personality judgments is the often quoted study by Ferguson. He reported that ratings made of assistant managers in an insurance company by traveling field representatives became more accurate, actually more reliable, as the acquaintanceship of the raters with the managers increased.⁷

Sarbin, collaborating with Bailey and Taft, reviewed possible handicaps in judging acquaintances which reacted in

⁶Ronald Taft, "Accuracy of Emphatic Judgments of Acquaintances and Strangers," Journal of Personality and Social Psychology, Vol. 3, 1966, p. 600.

⁷L. W. Ferguson, "The Value of Acquaintance Ratings in Criteria Research," Personnel Psychology, Vol. 2, 1949, pp. 93-95.

a bias toward favorable judgments. The three researchers reported that the degree of familiarity and attractiveness of the object's personality could possibly reduce the contribution which familiarity might make to the accuracy of judgments.⁸ Yet, despite the above stated qualification to the value of acquaintanceship in trait judgments, Taft hypothesized that, more often than not, personality judgments of acquaintances are more accurate than of non-acquaintances. In other words, familiarity with the object person is a positive aid to accuracy in judging others.

Taft concluded from a multitude of studies on judging others that a great deal of contradiction exists among researchers in this area. The contradiction in the area of judging traits and characteristics of others may be due, in part, to the low reliability of the measures used and partly due to the effect of specific factors such as the type of judgment required, the traits being judged, and the subjects used. The reliability of this study is supported by Taft since his studies revealed that when the judge (for example, peer workers-superintendent) is similar in background to the subject (for example, project director), he has the advantage of being readily able to use appropriate norms for making his judgment.

⁸ T. R. Sarbin; Taft, R. and Bailey, D. F., Clinical Inference and Cognitive Theory, New York: Holt, Rhinehart and Winston, 1960, p. 43.

Taft further indicated in his studies that relevant judging ability of others appears to be a combination of general and social intelligence, with an additional specific factor of intuition becoming a part of non-analytic judgment.⁹

Taft also concluded from his studies that the most important ingredient in judging others is that of motivation. He perceived that if the judge (for example, project workers or the director's superintendent) of someone (for example, the project director) is motivated to make accurate judgments about his subject, and if the judge is free to be objective, then the stage is set for him to achieve his goal.¹⁰

In concluding this phase of the chapter, a brief treatment on the area of self-judging is warranted. As indicated earlier, project directors in this study will make self-judgments of their own traits and characteristics. In turn, the study will make comparisons of the responses and judgments by the superintendents and peer workers associated within PACE projects. The format of the study brought forth the question of whether or not the project director, or, in fact, any individual, has the ability to make a meaningful evaluation of himself. A brief review of research on self-judgment and

⁹Ronald Taft, "Multiple Methods of Personality Assessment," Psychological Bulletin, 1959, Vol.56, pp. 333-352.

¹⁰Ronald Taft, Ibid., p. 351-352.

self-concept revealed a wide variety of studies which indicated that self-judging can be performed successfully. Researchers Snygg and Combs, indicated in their studies that individuals have the ability to perceive the difference between the self that the situation requires, and the phenomenal self, which is dependent upon the individual's ability to see himself as others see him. Snygg and Combs also supported the premise that an individual who participates in the observation of himself is able to see "himself as others see him."¹¹

In conclusion, studies and literature in the field of self-judging indicate that the degree and direction of feelings toward one's self is related to anxiety and insecurity toward one's self. Branson in his study supported this assumption but also maintains that an individual, no matter what area of occupation he performs in, can not only order his self concept but also can assign a value system to how he feels about himself.¹² Based upon the supportive evidence by researchers concerning self judging and accuracy of judging others, it is reasonable to assume that the sampled population in this study can perform the task of judging traits and characteristics of Title III-ESEA project directors.

¹¹D. Snygg and A. W. Combs, Individual Behavior, Harper and Row (New York, 1949), p. 93.

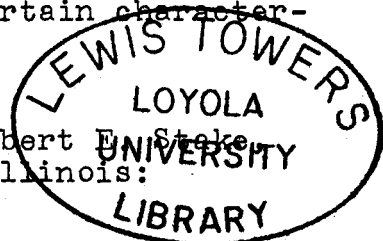
¹²B. B. Branson, "Anxiety, Discrimination and Self-Ideal Discrepancy," Personnel and Guidance Journal, Vol. 38, (June, 1960), p. 377.

II. Educational studies which have utilized the Occupational Characteristics Index instrument for the purpose of identifying traits and characteristics.

The significance of self judging and the judging of individuals by others has been reviewed and substantiated in the previous section of this chapter. This phase of the chapter will review a limited number of recent studies that have applied the use of the Occupational Characteristics Index instrument.

The Occupational Characteristics Index instrument, as developed by Simpson, Slater, and Stake,¹³ is used in this study for the purpose of identifying traits and characteristics of Title III-ESEA project directors within the State of Illinois. The intent for reviewing the following Occupational Characteristics Index studies is to illustrate the various dimensions of style used by researchers through use of the instrument. The Occupational Characteristics Index instrument is designed to measure in two areas of judging, self actual, a term used by the developers of the Occupational Characteristics Index, which is defined as how a person sees himself at the present time with regard to certain character-

¹³Ray H. Simpson, J. Marlow Slater, Robert Stake, Occupational Characteristics Index (Urbana, Illinois: University of Illinois, 1965).



istics, and self ideal, a term also used by the Occupational Characteristics Index developers and defined as how a person thinks he ought to be with regard to certain characteristics.

This study will not use the self-ideal concept of judging as described above but will deal only in the self actual.

The study by Auger dealt with self-perceived profiles and directional changes related to student teaching experiences. The specific dimensions studied were the students' self-perception of actual and ideal occupational characteristics before and after student teaching. Auger also looked at cooperating teachers' ideal occupational characteristics and the college supervisors' self-perception of their own ideal occupational characteristics. Auger's research indicated strong evidence for assigning student teachers on the basis of profile compatibility or similarity of profiles between the student teacher and supervising teacher. Auger found in general relatively high agreement between "most successful" student teachers' self-perception and their cooperating teachers' self-perception. In contrast relatively low agreement was observed between "least successful" student teachers' self-perception and their cooperating teachers' self-perception. Auger concluded that it might well be that certain cooperating teachers possess self-ideal characteristics which, for one reason or another, some student teachers are unable to

assimilate and adapt. Auger reported that the use of the Occupational Characteristics Index was most helpful in his study and recommended the use of this instrument in additional investigations focusing on both self-perception and the perception of others.¹⁴

Stonebruner utilized the Occupational Characteristics Index in the examination of the function of self-judging in the training of educational administrators and the effect of simulation in changing the self-perception of potential administrators while in training. Stonebruner focused on perceptual changes in self-actual and administrator-ideal as a way of evaluating the development of graduate students in educational administration. He reported that classroom teachers and administrative aspirants place different emphasis on personal characteristics of an ideal elementary principal.¹⁵

Nylin used the Occupational Characteristics Index with twenty-nine elementary schools in Illinois with a total of

¹⁴Ferris K. Auger, "Student Teaching and Perceptions of Student Teachers, Cooperating Teachers, and College Supervisors," (unpublished Doctor's thesis, University of Illinois, Urbana, 1966).

¹⁵Lawrence A. Stonebruner, "An Investigation of Two Dimensions of Self-Perception of Prospective Principals as Measured by the Occupational Characteristics Index," (unpublished Doctor's thesis, University of Illinois, Urbana, 1967).

269 teachers involved in the study. He used the instrument as a means of identifying innovators and managers. Nylin reported considerable agreement between teachers who rated themselves high on the innovator scale and opinions of peers and supervisors.¹⁶

Sapone utilized the Occupational Characteristics Index in an investigation of the relationship of the actual-ideal perceptions of administrators and teachers as they are related to themselves and to each other. His findings indicated that more areas of conflict can be identified as teachers and administrators rate characteristics appropriate to the "actual" role which each group plays than on the "ideal" role as visualized by each rating group.¹⁷

Dieken's study utilized the Occupational Characteristics Index in an investigation of the relationship of teachers' self-judged personality traits to verbal interactions in the classroom. He found that the Occupational Characteristics

¹⁶Donald W. Nylin, "An Investigation of the Relationship Between Self-Perceived Traits Associated with Innovators and Assessment of Climate, Satisfaction and Limitations on Satisfaction," (unpublished Doctor's thesis, University of Illinois, Urbana, 1967).

¹⁷Carmelo V. Sapone, "An Investigation of the Perceptual Relationships Between Administrators and Teachers Concerning the 'Self Actual' versus the 'Self Ideal' As It May Pertain to Role Conflict in an Educational Environment" (unpublished Doctor's thesis, University of Illinois, Urbana, 1966).

Index served as an effective device for identifying teacher groups who exhibited different patterns of verbal behavior in the classroom. The study focused on more specific aspects of the teaching act, classroom verbal interaction. The instrument assessed how the teacher saw herself functioning in the classroom.¹⁸

Jason completed a study that attempted to obtain separate measures of judgment from teachers and principals. The Occupational Characteristics Index was used by the teachers in the study group who evaluated characteristics displayed by their principal. They were asked to describe, with reference to these same characteristics, their perceptions of the "ideal" principal. The principals involved in the study also used the Occupational Characteristics Index and assessed themselves as to how they actually perceived their characteristics. The study further attempted to assess possible changes in the principals' perceptions of their professional roles as a result of feedback from their teachers' appraisals of the principals' specific qualities.¹⁹

¹⁸Earl H. Dieken, "The Relationship of Teachers' Self-Perceived Personality Traits to Verbal Interaction In the Classroom" (unpublished Doctor's thesis, Northern Illinois University, DeKalb, 1968).

¹⁹Martin H. Jason, "The Effects of Staff Feedback on Administrative Performance," (unpublished Doctor's thesis, University of Illinois, Urbana, 1967).

The studies reported above in which the Occupational Characteristics Index had been used, attempted to examine both self-judged traits and ideally judged traits and characteristics as they relate to the educational profession. It appears that all of the researchers using the Occupational Characteristics Index reported satisfaction with the Index and suggested further research possibilities involving this measuring device.

III. Studies pertaining to Title III-ESEA project directors.

One of the earliest studies dealing with personnel in federally funded programs was compiled by Jay Smink in 1966.²⁰ Smink completed a study of administrative personnel connected with federal programs in the Pennsylvania schools. The study covered a wide expanse of inquiry that attempted to focus some attention upon the emerging role of the federal aid coordinator. Smink indicated that there was little evidence and practically no information as to what type of person should be hired to head federal programs in a school district. He attempted to collect data that would indicate the responsibilities

²⁰Jay Smink, "The Administrative Personnel for Federal Programs In The Public Schools of Pennsylvania," (unpublished Doctor's thesis, Pennsylvania State University, 1966).

of a federal aid coordinator, what duties and responsibilities the coordinator should have in regard to a work routine, and finally, what type of educational background and work experiences the coordinator should possess. Smink's study did not concentrate upon a particular phase of federal programming, such as Title III-ESEA, but the study concerned itself with a host of federally funded projects. His target group consisted of existing federal aid coordinators and superintendents representing medium to large sized school districts in Pennsylvania.

The results of Smink's study indicated that federal coordinators overwhelmingly supported the concept of implementing, disseminating, evaluating, and coordinating various phases of activities within federally funded projects. Smink also found that in regard to the coordinator's formal training, both the superintendents and the federal coordinators within the sampled population favored no less than a master's degree. Statistically, Smink indicated that over 60 per cent of the respondents thought that a minimum of a master's degree should be possessed by each director, while 32 per cent of the respondents indicated that work beyond a master's degree was necessary. Nearly 2 per cent of this group felt that a doctor's degree was essential in order for the coordinator to function effectively. Eighty-five per cent of all respondents of the study looked upon the role of the coordinator as a supervisory

position and did not see it as the normal line staff relation. Smink also found that 75 per cent of the surveyed federal coordinators had previous experiences as administrators. His study also indicated that 47 per cent of the sampled population preferred that the director or coordinator of a federal program should be classified as an administrative assistant; 25 per cent of the sampled population indicated that he should be a curriculum coordinator; 9 per cent of the sampled population wanted a guidance director or guidance counselor; and 8 per cent of the sampled population favored a principal or assistant principal. Smink's study also touched upon the area of training requirements for federal coordinators or directors. For example, he stressed the need for training in the area of proposal writing, group dynamics, public relations, and school finance. Smink also indicated that universities should offer special programs for personnel interested in seeking careers as federal coordinators.

Smink indicated very little in his study which actively identified basic characteristics or traits of federal coordinators. The fact that a federal coordinator had earned one or two college degrees in some type of higher education program evidently provided him, in Smink's opinion, with enough preparation for that type of position. However, Smink did recognize in his final analysis of the data the need for additional study in order to determine the training program for future federal

coordinators. As more and more school districts became involved in federal and state funding programs this need for a structured training program became more apparent. Smink's study also concerned itself with the salary of the federal coordinator in comparison to the salary of the superintendent within the framework of a school district. Practically all of the sampled population indicated that the salary of the coordinator should not be more lucrative than the salary of the superintendent.

During the compiling of data on Title III-ESEA projects in the State of Illinois, it was indicated that several directors of Title III-ESEA projects were commanding salaries greater than that of the superintendent of the administering district.

As public schools became more and more involved with federal funding programs, additional questions were being asked about administrative organizational patterns within districts receiving federal funds. An attempt to answer some of these concerns regarding Title III-ESEA administrative organization was done by David Jones in 1967. He completed a study on the effects of Title III-ESEA administrative organizations in Ohio school districts. The purpose of the study was to determine the effects on administrative organization in terms of personnel involvement; participation of external cultural and educational societies; acquisition of facilities, supplies, and equipment; school-community relations and inter-district relationships. Through the use of an interview questionnaire and data supplied

by the Ohio State Department of Education, Jones was able to classify categories of items related to contentions that were advanced in the study. The data of his study revealed that changes in administrative organization within the project were often perceived as permanent fixtures by the administering district. Jones found that most project districts housed the Title III programs in facilities that existed within the legal and administering district and utilized existing staff members to operate the programs. Jones also indicated that school district wealth and current per pupil expenditures did not show a statistically significant rank-order correlation with the amount of Title III allocations. Therefore, district wealth per pupil expenditure did not appear to be a determinant for project allocations. Finally, Jones indicated that his work was only an introductory study dealing with relatively limited understandings and insights in the area of federal programs and the personnel in those programs.²¹

Ernest House completed a study in 1963 which focused upon the leadership role within innovative and demonstrative projects funded by the State of Illinois. The surveyed population in his study consisted of active and inactive

²¹David M. Jones, "The Effect of Title III Projects of the Elementary and Secondary Education Act of 1965 On the Administrative Organization of Ohio School Districts," (unpublished Doctor's thesis, Ohio State University, Columbus, Ohio, 1967).

directors of Illinois Demonstration Projects for Gifted Youth. House attempted to define the role of the demonstration center director through a task analysis. He felt that the demonstration center director was a new and novel administrative position and that there were significant variations in the different styles of directorship. House designed a thirty-eight item instrument describing tasks performed by the demonstration center director. In addition to the tasks that were a part of the survey instrument, he attempted to identify major characteristics of job style as perceived by the sampled population. House revealed in his study that the job style of the director was influenced by the demographic characteristics of the center and the amount of previous experiences as an administrator. In addition, he found that a great percentage of demonstration directors were suddenly and overnight cast into the leadership role without any previous training. The compiled data also indicated that the more experienced suburban director tended toward the external public relations style, while the large-city director, experienced or not on the job, tended toward a more internal academic leadership style.²²

House was also concerned with the problem of innovation

²²Ernest R. House, "An Analysis of the Role of the Demonstration Director," (unpublished Doctor's thesis, The University of Illinois, Urbana, Illinois, 1963).

and the diffusion of innovative programs in education. He was of the opinion that the work accomplished between 1950-60 had brought forth efforts to systematize the dissemination function and make it a controlled aspect of educational practice. House assumed there were significant variations in the different "styles of directorship and leadership." He indicated that each passing year brought forth additional data concerning the directorship syndrome. House indicated his support of Weber's views on leadership which were identified as three types of leadership authority - legal, tradition, and charismatic. Weber defined each of the three types as follows: legal leadership authority stems from formal and legitimized rules; traditional leadership authority evolves from long-standing practices and traditions; and charismatic leadership authority was defined as extraordinary and exerts domination.²³

Concern for the need of adequate personnel to lead and staff Title III-ESEA programs was made evident in a study by John Hopkins of Indiana University who reported that a sufficient supply of qualified personnel would not only determine the success of Title III-ESEA but by extension, these qualified persons would change the federal strategy for the future of the program as well. Hopkins noted as early as 1967,

²³Max Weber, "The Routinization of Charisma," Reader In Bureaucracy, (Robert K. Merton, et. al. eds.) New York, The Free Press, 1952.

two years after the birth of PACE, that many Title III projects were understaffed and often manned by untrained personnel. Hopkins cautioned that if the understaffing continued, there would not be sufficient trained personnel available to handle the growing Title III-ESEA programs. He also stated that the lack of trained leadership throughout PACE would forestall the difficult task of developing new materials and designs for the classroom. Because of the limited personnel, he indicated that the rate and extent to which improvements can be disseminated will be greatly reduced. Hopkins recommended that PACE not only created a dramatic increase in the number of persons needed to perform within the many projects but also brought forth the need for adequate training programs.²⁴

An investigation more directly related to this study was conducted by Donald Henderson. The investigation focused upon the personality characteristics of innovative educational administrators and administrators in Illinois and Indiana. The problem of this study was to identify the personality characteristics and need dispositions which might be used to distinguish between innovative educational administrators and traditionally oriented educational administrators in Illinois and Indiana public school systems. Henderson hypothesized

²⁴John E. Hopkins, "Internal Training of Title III Specialists," Theory Into Practice, pp. 134-139, June, 1967.

that there were significant differences between the personality characteristics and the need dispositions of innovative educational administrators and the traditionally oriented administrators. He further hypothesized that the mean scores would be significantly different between the two studied groups as measured by the Personal Data Form, the Edwards Personal Preference Schedule, and the Cattell Sixteen Personality Factors Questionnaire.²⁵

Henderson identified 39 elementary and secondary schools participating in the Kettering Foundation sponsored Institute for Development of Educational Activities (IDEA) demonstration schools project, and 38 elementary and secondary schools participating in the National Commission on Teacher Education and Professional Standards (NCTEPS) sponsored Year of the Non-Conference Demonstration Schools Project. Twenty-five administrators from each group were randomly selected to serve as the sample of innovative educational administrators for his study.

Henderson summarized the major findings for his study as follows:

1. Significant differences were observed in the personality characteristics and need dispositions

²⁵Donald R. Henderson, "A Study to Determine the Personality Characteristics of Innovative Educational Administrators and Administrators in Illinois and Indiana," (unpublished Doctor's thesis, Indiana University, Bloomington, Indiana, 1968).

between the innovative educational administrators from the Kettering and NCTEPS demonstration schools and the administrators from the schools in Illinois and Indiana. The statistical analyses of the data identified significant differences on 13 of the 41 variables measured.

2. There were significant differences in the mean scores on certain variables measured for the innovative educational administrator group and the random sample of educational administrators from Illinois and Indiana.
3. Significant relationships were identified between the scores of the sample sub-groups on the Personal Data Form, the Edwards Personal Preference Schedule, and the Cattell 16 Personality Factors Questionnaire.
4. A greater number of significant relationships (13) was observed between the scores of the Illinois administrators and the Kettering administrators.
5. The Illinois administrators were basically conservative, free of jealousy, conscientious, careful, and regulated by external realities.
6. The Indiana administrators tended to feel guilty when things failed to go properly, were timid and often felt inferior to others. They were humble, obedient, conforming, and self-disciplined.
7. The Kettering administrators were basically independent and tended to avoid situations requiring them to conform. They were critical of persons holding positions of authority, were suspicious, and enjoyed the company of members of the opposite sex.
8. The NCTEPS administrators were likely to attach contrary points of view, would criticize and blame others when things went wrong. They were assertive, independent, expedient, imaginative, liberal, free thinking, and careless of protocol.

Henderson's findings and related research attest to the following conclusions:

The administrators of the demonstrations schools sponsored by the Kettering Foundation and NCTEPS and the administrators of the public schools of Illinois and Indiana exhibited innovative characteristics as measured by the data

collecting instrument.

The administrators of the Kettering and NCTEPS demonstration schools are more innovative than the administrators of public schools in Illinois and Indiana.

The Kettering and NCTEPS administrators tended to be more aggressive, radical, free thinking, independent, and expedient in their behavior than public school administrators from Indiana and Illinois who were part of the sampled group.

The Illinois and Indiana administrators tended to be more tolerant, conservative, conscientious, humble, self-disciplined, and attuned to social norms in their behavior.

Finally, Henderson recommended that the following be investigated for further study:

1. The need to determine the interaction of environment, previous training, and work experiences on the willingness of educators to change.
2. Strategies need to be designed and tested to prepare administrators so that they might implement innovations more effectively.
3. A follow-up study should be conducted to compare the personality characteristics and need of the innovators in this study and Title III-ESEA, project directors.²⁶

Another study which attempted to identify the differences between personality characteristics of Title III-ESEA project directors and educational administrators in Illinois and

²⁶ Ibid.

Indiana was completed by Owens in 1968.²⁷

His primary hypothesis stated that there were significant differences in the personality characteristics within the sampled groups. Owens used three instruments in his procedural format. One segment focused upon the Experimental Personal Data Form designated to collect information concerning age, years of educational experience, reading habits, travel, and level of educational training. The Edwards Personal Preference Schedule was also used. It served as an instrument to measure 15 relatively independent normal personality variables. In this instrument an attempt was made to minimize the influence of social desirability in response to the "yes" and "no" responses.

The third instrument used in his study was the Cattell Sixteen Personality Factors Questionnaire which was designed to measure sixteen personality characteristics or traits. These traits were identified as the result of several years of factor analytic research and are functionally independent.

The initial sample of Illinois and Indiana administrators was randomly selected from the Illinois and Indiana 1966-67 School Directories. A similar number of Title III project directors was selected from listings available through the

²⁷Wayne S. Owens, "An Analysis of the Characteristics of Selected Educational Administrators in Illinois and Indiana," (unpublished Doctor's thesis, Indiana University, Bloomington, Indiana, 1968).

respective State Departments of Public Instruction. From those administrators consenting to participate, 25 administrators were selected randomly to form each of the following sample populations:

1. A random sampling of 25 Illinois public school administrators formed the Illinois administrator's group.
2. A sample of 25 Illinois Title III project directors constituted the second sample group.
3. Indiana public school administrators composed the third sample group.
4. The fourth group was Title III project directors from Indiana.

An F-test was computed comparing each of the variables measured by the Personal Data Form, Edwards Personal Preference Schedule, and Cattell's Sixteen Personality Factors Questionnaire. Correlation coefficients were also obtained for the sub-groups utilized in this study. Owens summarized his findings as follows:

There were significant differences in the personality characteristics and need dispositions observed between Title III project directors and administrators in the public schools in Illinois and Indiana. Of the 41 variables investigated in his study, the statistical treatment of the data identified 12 significant variables.

On certain variables measured by the instruments used in the study there were several similarities in the responses of the four populations on the items contained in the Personal Data Form instrument. These data indicated all the

administrators had taken the opportunity to travel to foreign countries and had similar reading habits in the number of fictional and non-fictional materials read during the past year. In addition, the tenure of the administrators in terms of the number of educational positions held was similar. The administrators also appeared to have equal occasions to travel from their home states. However, this variable did approach the .05 level of significance in favor of the Illinois and Indiana Title III project directors.

The EPPS responses of the four sample populations suggested there were no significant differences in the administrators' need to achieve, accomplish difficult tasks, and be well organized. All of the administrators appeared to have a need to talk about personal achievements and to be the center of attention; however, they tended to be loyal to friends and helped them when they were in trouble, and in return, sought assistance when they were experiencing difficulty. The administrators exhibited a need to be independent in thought and action and were willing to argue their point of view, to be leaders in groups in which they belonged, and to be regarded as leaders by others. The administrators were aggressive in their relationships with other people and willing to attack contrary points of view or tell others what they thought of them. They seemed to persist until a job was finished, even if it required working

long hours and suffering personal discomfiture. Finally, the administrators were introspective in that they analyzed their own motives and feelings as well as the motives of others, so that they might predict how others act.

The data obtained from Cattell's Sixteen Personality Factors Questionnaire indicated the four sample populations exhibited the following personality characteristics which were similar: they were out-going and emotionally expressive, intelligent, emotionally stable, sensitive, suspicious of others, imaginative, shrewd, apprehensive, self-sufficient, and tense.

On their responses to the three data gathering instruments the sample populations exhibited differences when categorized into sub-groups of Title III project directors and random administrators.

The Title III-ESEA project directors were younger than the random sample of administrators, and this probably accounted for the fewer number of years which had lapsed since the Title III project directors earned a degree.

When compared to the randomly selected administrators from Illinois and Indiana, the Title III project directors had less need to be conventional, to accept the leadership of others, and to allow others to make decisions. In addition, they had a greater need to change, to try new and experimental ideas, to be mobile, and to participate in new fads and fashions.

Furthermore, the Title III project directors had a greater need to relate to the opposite sex when compared to the randomly selected administrators. The Cattell Sixteen Personality Factors Questionnaire data revealed that the Title III project directors were more assertive, self-assured, and independent than the randomly selected administrators. They were more enthusiastic and were frequently chosen as an elected leader, but might have been impulsive when compared to random administrators. The results further suggested the Title III project directors were more venturesome and more imaginative.

The random administrators exhibited a greater need to conform to custom and avoid the unconventional. Also, they were more willing to listen to others, to follow instructions, and to do what was expected. The random administrators displayed more guilt feelings when things went badly, but accepted blame when something went wrong. Random administrators tended to be exacting in character and to be dominated by a sense of duty. They had strong control of their emotions and general behavior, and were usually aware and careful of social situations.

An analysis of the sub-group mean scores for each of the four sample populations revealed the following:

1. The Illinois random administrators exhibited a greater need for deference and abasement. In other words, they were more willing to listen to others, accept the leadership of others, and feel guilty when things go wrong. Also,

they were the most conscientious of the four sample groups.

2. The Illinois Title III project directors displayed needs to do new and different things, which was substantiated on the Cattell Sixteen Personality Factors by the tendency to be venturesome. In addition, they were assertive and talkative and had a need to be loyal to friends and to form strong attachments when compared to the total sample population.
3. Indiana random administrators were more controlled and socially aware. They had a high regard for social reputation. The group was the oldest, and the longest time had lapsed since a degree was earned.
4. Title III project directors from Indiana were more assertive, tender-minded, and imaginative when compared to the total sample population.

To a lesser extent, there were relationships between Illinois random administrators and Indiana Title III project directors. These groups were related in the number of trips made to Europe and outside their respective states. They exhibited a greater relationship in their needs for exhibition and dominance. There was a relationship in their personality traits of emotional stability, conscientiousness, and imaginativeness.

A number of significant relationships were evident among the Illinois and Indiana Title III project directors who showed a relationship in age and recency of last earned degree. These groups displayed a relationship in their needed pattern for autonomy and aggression. In addition, there was a relationship in their personality traits related to radicalism.

In Owens' and Henderson's studies, the investigators focused upon self-evaluation through the use of personality

inventories. Neither study completely brought forth conclusive evidence to clarify the leadership style and characteristics of a project director. The difficulty in ascertaining the characteristics of project directors may in part be due to the type of evaluative or measuring instrument used. Attempting to ascertain or isolate traits and characteristics of persons in educational leadership has always been a difficult and often unfruitful endeavor. During the years of Title III-ESEA, it appears that the projects were staffed with whatever talent was available, without concern as to whether or not that talent had any special qualification for the new assignment. Often talented teachers employed in the administering district were placed in the leadership role and, in turn, used their talents to attempt to meet the program's objectives. Even though there is limited evidence to determine the success or failure of PACE project directors, it appears to a growing number of evaluators of Title III-ESEA projects that untrained personnel in the leadership role have, on many occasions, modified the original proposal objectives, thus resulting in an unattainable goal.

The difficulty of absorbing PACE programs after federal funding was discontinued is emphasized in a study by Polemeni. The study by Polemeni focused upon Title III-ESEA projects that terminated following the three year grant period. Purposes of the study were to determine the status of the projects following

termination of federal funds; to determine the relationship between the status of the projects following the termination of Title III funds and selected variables; and to determine the reasons for discontinuance of a project which became defunct after the termination of federal funds.²⁸

Inability to absorb operating costs after the withdrawal of federal funds was given as the primary reason by the project directors for the discontinuance of a project. Another recurring reason for the discontinuance of projects was the reaction on the part of the project director that a one year grant period was an insufficient time for the development of an adequate staff and a complete implementation of desired objectives. Possibly the most significant reason for discontinuance by the project directors in Polemeni's study was that the problem for funding after withdrawal of federal funds was not even considered. PACE guidelines for projects clearly indicate that efforts should be made by project personnel during the life time of federal funding to promote continuance of the program in the local district. Polemeni's study reported that over 80.5 per cent of the projects in the sampling became defunct immediately after the

²⁸Anthony J. Polemeni, "A Study of Title III Projects, Elementary and Secondary Education Act of 1965 (P.L. 83-53, 88-10), After the Approved Funding Periods," (unpublished Doctor's thesis, St. John's University, New York, New York, 1969.

termination of federal funding and only 16.1 per cent were in operation following the withdrawal of Title III funds.

Polemeni's study does not touch upon the leadership role within the PACE projects that he sampled. Perhaps additional study could be pursued in this area in order to determine the effect of leadership upon discontinuance of projects after the termination of federal funding. Further, Polemeni's study may support Hopkins and others who earlier in this study expressed their concern for the need of adequately trained directors to meet the challenges and frustrations of an innovative educational program.

SUMMARY

This chapter reviewed the literature in three areas that are related to the study: the concept of self-judging and the judging of others; the use of the Occupational Characteristics Index instrument by other investigators; and related studies pertaining to Title III-ESEA project directors.

The review of the literature revealed researchers have found that individuals are capable of judging their own traits and characteristics as well as having these traits and characteristics judged by others.

The literature in the chapter also revealed that studies concerned with the judging of characteristics through the use of the Occupational Characteristics Index have been successfully completed. In addition, the literature in the chapter brought forth very limited information pertaining to Title III-ESEA project directors, and in particular, to their traits and characteristics.

Chapter III will focus upon an overview of the sampled population within the study as well as the format of the surveying instrument - the Occupational Characteristics Index.

CHAPTER III

DESIGN OF THE STUDY

In the preceding chapter the literature and research which was examined and reviewed related to completed studies on self-judging and the judging of others; related to the use of the Occupational Characteristics Index instrument by other investigators; and related to studies pertaining to Title III-ESEA Project Directors. This chapter of the investigation discusses and includes a description of the following:

- I. The composition of the study group population.
- II. The Occupational Characteristic Index instrument.

This study was conducted within the State of Illinois and dealt with projects that were federally funded through the Elementary and Secondary Education Act, Public Law 89-10, Title III. The State of Illinois during the 1970-71 school year, had more than two million students in its public schools. These students ranged from kindergarten through the twelfth grades, and within the two million plus student enrollment figure significant numbers of students were directly and indirectly involved in Title III-ESEA. At the time this study

was initiated there were fifty PACE projects operating within the State of Illinois with budgets totaling over seven million dollars. The size of the projects in regard to personnel, to the size of the budget, to the year of funding, to the location of the project within the state, and to other operational data is not a major factor of consideration in this study. However, a brief reference to one or two of the above mentioned points will be touched upon in the study to further depict the project director. The concern and major emphasis in this study are an attempt to identify the traits and characteristics within the leadership facet of PACE programs, namely the project director. To further enhance the identification attempt, a brief review of basic demographic data on the project directors was also compiled for analysis and interpretation.

I. THE STUDY GROUP POPULATION

From a maximum number of fifty Title III-ESEA project directors within the State of Illinois, a total of forty, or 80 per cent, participated in the investigation. In addition, forty superintendents and eighty peer workers within the various Title III-ESEA projects were involved with the study. The 80 per cent participation by project directors, superintendents, and peer workers statistically ensures a significant and meaningful compilation of data on the proposed subject. The

Occupational Characteristics Index (see Appendix A), a comprehensive trait and characteristic gathering instrument, was used in this study. In addition, a secondary informational gathering instrument, Project Director Inventory Summary Sheet (see Appendix B) was formulated for use in an attempt to compile a fundamental composite picture of the project directors as to their age, sex, training, previous administrative experiences, salary, and other related items.

Of the forty PACE directors within the State of Illinois who participated in the study, 70 per cent were males and 30 per cent were females. The significant number of women who were directors is a surprising percentage, since it has become rather apparent over the past decade that fewer and fewer women have been able to advance to the upper echelon of the educational administrative hierarchy. Perhaps PACE is an area of administration where women who are as equally qualified as men may also be considered on an equal basis with men for the director's position.

The ages of the twenty-eight male project directors ranged from twenty-nine years of age to fifty-seven years of age, with the median being at age thirty-seven. The median age of the male director somewhat bears out recent studies which indicate younger aged men are attaining educational administrative positions. The ages of the twelve female project directors ranged from thirty-one years of age to fifty-nine

years of age, with the median being at age forty. The mean age of the total group was 39.6 years.

Thirty-three of the project directors were employed on a fulltime basis, while the remaining seven half-time directors held a variety of other positions within the legal administrating district. Five of the seven half-time directorship positions were held by women.

The project director summary instrument also revealed that 65 per cent of the sampled population was employed within their legal administrating district prior to their appointment as the PACE director. This fact may support the contention of Hopkins¹ who indicated earlier in this study that personnel employed within a district which received a Title III-ESEA grant, conveniently placed a person into the PACE directorship from within that district. In addition, the summary instrument revealed that only 30 per cent of the directors in the sampling were the original proposal writer for the project. The significance of this fact is given no consideration in this study, but future researchers could attempt to correlate meaningful data of the original innovator to the success of administering the project by the originator over a three year funding period.

¹Hopkins, loc. cit.

Another area of investigation illustrating basic data regarding the forty project directors focused upon salaries. One project director in the study population received a salary of over \$24,000 per year; three directors had salaries that ranged from \$20,001 to \$24,000; six directors had salaries ranging from \$18,001 to \$20,000; fourteen directors had salaries ranging from \$15,001 to \$18,000 while the remaining directors in the study group had salaries ranging between \$12,001 through \$15,000 a year. The median salary range for the forty directors was in the \$15,001 - \$18,000 a year category. The median salary range of the directors compares favorably to the median salary range of elementary school principals and of junior high school principals as compiled in the Metropolitan Chicago Administrative Salary Study of 1970 by Frank Endicott.²

An attempt was made through the use of the director's summary sheet, to ascertain as closely as possible the number of students being directly served by Title III-ESEA. The data were not intended as significant analysis but merely to illustrate and to enlarge upon the wide range of responsibilities among the project directors. The scope of student

²Frank Endicott, "Salaries and Related Information in Public Schools of the Chicago Area," Northwestern University Evanston, Illinois, and Superintendents' Round Table of Northern Illinois, December, 1970, p. 8.

participation throughout the State of Illinois ranged from projects involving 375,000 students to as few as forty students. This wide range of student involvement in PACE is reflected by the variety of projects within the State of Illinois. This diversity of programming within Title III-ESEA covered the areas of special education, multi-purpose centers, outdoor and environmental education, curriculum and instruction, pupil personnel services, fine arts and cultural enrichment, in-service education, and several miscellaneous projects.³

Academic training experienced by the project directors was also compiled in the inventory summary. The data revealed that each of the project directors had received a bachelor's degree and a master's degree as well. Furthermore, twenty-four of these directors had earned additional training hours beyond the master's level. Seven of the previously mentioned twenty-four directors had also received certificates of advanced study. Moreover, of the forty directors in the study, six of them had received their doctor's degree. The cumulative data indicate a very professionally trained sampled population and are supportive of Smink who reported in his study that federal coordinators in Pennsylvania schools were

³Office of the Superintendent of Public Instruction, "Forces for change in Illinois Schools" State of Illinois Publication, April 1, 1970.

very highly trained.⁴

Another concern of this investigation was the attempt to gather data on the PACE directors regarding their previous educational experiences and, in particular, their educational administrative experiences.

The Project Director Inventory Summary data was tabulated in the area of previous experiences resulting in the following overview:

- A. Ten per cent of the directors had been school superintendents.
- B. Seventeen per cent of the directors had been assistant superintendents.
- C. Thirteen per cent of the directors had been secondary school principals or assistant principals.
- D. Twenty-eight per cent of the directors had been elementary school principals.
- E. Three per cent of the directors had been a dean of high school students.
- F. Seventeen per cent of the directors had been secondary school department chairmen.
- G. Eight per cent of the directors had been higher education instructors.
- H. Fifty-eight per cent of the directors had been elemen-

⁴Smink, loc. cit.

tary school teachers.

- I. Three per cent of the directors had been school psychologists.
- J. Twenty-eight per cent of the directors had been secondary school teachers.
- K. Thirty-five per cent of the directors had been junior high school teachers.
- L. Three per cent of the directors had been guidance directors.
- M. Twenty-eight per cent of the directors indicated other varied educational experiences which, for expediency, can be classified as other general educational positions.

It must be noted here that a very high percentage of the surveyed population has had more than one educational experience which is reflected in the above listed percentages.

Based upon the compiled data from the Director's Summary Sheet, sixty-seven per cent of the project directors had been either a superintendent, an assistant superintendent, or an elementary or secondary school principal. Combined with the eight directors who had been department chairmen or deans, the total is well over 75 per cent of Title III-ESEA project directors in the State of Illinois who have had some type of educational administrative experience prior to assuming their PACE directorship. A review of the literature in this study

indicated that researchers in the early investigations of PACE found a severely limited supply of qualified personnel to head Title III-ESEA programs. Fortunately, it does not appear that this limited supply of qualified personnel is the condition in the State of Illinois. However, though a sizeable percentage of the sampled population had previous educational administrative experiences, there remains the question of whether or not these same persons are able to operate effectively in an educational environment which calls for an expertise that revolves around innovation and change. Since Title III-ESEA is a new approach and a new attempt in bringing about educational innovativeness, there is no guarantee that the same persons who have capably administered conventional and traditional school programs can meet the completely different PACE concept and structure and perform successfully as project directors.

It should be noted here that even though forty superintendents and eighty peer workers from the various PACE projects participated in the study via the use of the Occupational Characteristics Index instrument, no attempt is made to compile a basic demographic composite picture of them. Their participation in the study is exclusively confined to rating the traits and characteristics of the PACE project directors.

In concluding this brief overview of the sampled population, it becomes apparent that if educational experiences, higher educational training, ages, salaries, and other factors are comparable, then additional criteria are needed for the future selection of project directors of PACE programs. Hopefully, this study will identify traits and characteristics of PACE directors and shed light upon the type of leader needed to fill the position.

II. THE OCCUPATIONAL CHARACTERISTICS INDEX

The measuring of self-perceived traits by self and others through the use of various instruments has been explored by researchers during the past several decades. Many of the constructed instruments attempted to measure change which had resulted from counseling techniques. Exceptions to these constructed instruments appeared in 1964 when Lant used an eight scale interpersonal check list to provide a self-description by teachers. Prior to Lant, Hatfield⁵ used a self-actual and self-ideal questionnaire to examine self acceptance on 407 traits. In addition, there has been a variety of attempts to relate self-acceptance to success in

⁵A. B. Hatfield, "An experimental study of the self-concept of student teachers," Journal of Educational Research, 1961. vol. 55, p. 87.

training programs in educational administration. One such instrument was Bills Manual for Index of Adjustmand Values. The format of that instrument required the respondents to view self as a generalized object. However, there have been relatively few studies conducted that have utilized self-perception measuring instruments which required respondents to focus upon themselves in any particular role or occupation.

The Concept of the Occupational Characteristics Index instrument. The self-measuring of traits and characteristics as perceived by the Title III-ESEA project directors and the measuring of traits and characteristics as perceived by superintendents and peer workers in this study were accomplished through the use of the Occupational Characteristics Index instrument. Simpson, Slater, and Stake⁶, the developers of the Occupational Characteristics Index, indicated that the instrument differs conceptually from most other instruments used in self-concept research because it seeks to establish views of self in relation to specific roles. As the title of the instrument indicates, primary interest is directed toward occupations. The Occupational Characteristics Index developers assumed that for any given person, discrepancies between actual self and an ideal self may be quite different in magnitude regardless of whether the respondent is asked to

⁶Simpson, Slater, and Stake, loc. cit.

describe self as a principal, counselor, teacher, superintendent, or project director. The developers of the Occupational Characteristics Index instrument do not suggest that a global evaluation of self is inappropriate, but rather, they attempted to provide specificity which is important in relating self to the activities that are associated with a given occupation. The instrument differs in technical detail from other instruments normally used to draw out self-concepts. The developers of the Occupational Characteristics Index also indicate that the terms used in the instrument were taken from the reports of researchers who had sought to describe characteristics of successful teachers, and that the terms were of such generality that they could be used for research in other career and allied fields. The twenty-one characteristics used in the Occupational Characteristics Index are as follows:

- | | |
|--------------------|-------------------------|
| 1. creativeness | 10. patience |
| 2. imagination | 11. enthusiasm |
| 3. originality | 12. forcefulness |
| 4. resourcefulness | 13. verbal fluency |
| 5. considerateness | 14. vigor |
| 6. dependability | 15. emotional stability |
| 7. fairness | 16. self control |
| 8. judgment | 17. ambition |
| 9. cooperativeness | 18. personal charm |

19. persuasiveness

21. knowledge of subject

20. flexibility

matter

Format of the Occupational Characteristics Index instrument

The Occupational Characteristics Index instrument focuses upon the above mentioned twenty-one essentially positive characteristics that are arranged in such a manner that the respondent is forced to choose among them. In doing so, the respondent reveals both how he values the characteristics and how consistent he is in his valuations. A characteristic can be rejected only by consistently assigning a low rating to it. Competition among the twenty-one characteristics is maximized by forcing five evaluations of each characteristic, each time in competition with four different characteristics. The characteristics appear as items in sets of five but in entirely different combinations, with no two traits appearing in combinations more than once. Because of the frequency of occurrence, an opportunity is provided to measure the consistency of the ratings assigned to each of the traits. There is a total of twenty-one sets with five traits in each set. The respondents are instructed to rank the items in each set from one to five. A rank of one indicates a high preference for a characteristic. A rank of five indicates that the characteristic is the least acceptable of the five available choices. Ranks of two, three, and four are assigned to the other three items in the set according to the judgment of the

respondent.

Administration of the Occupational Characteristics Index instrument. Respondents are asked to use the twenty-one characteristics to indicate which characteristics do describe persons who have specific occupational titles, as in the case of Title III-ESEA project directors. Instructions are relatively simple and brief, and the actual time to complete the instrument is no more than fifteen minutes (see Appendix C). The instructions are varied systematically to obtain the respondent's view as to what is ideal (should be) or what is actually observed. It should be noted again that this study concerns itself only with the self actual observation, and not the self ideal. Throughout the varied directions, the respondent is directed to assess characteristics or traits of himself, or his peers, or his subordinates, or of his superiors in an actual view. As previously indicated in this study, the Title III-ESEA project directors were asked to actually rate themselves, the superintendents actually rated the project director, and two peer workers within each project actually rated the project director.

Scoring the Occupational Characteristics Index instrument

The overall rank of each of the twenty-one characteristics is determined by totaling the individual ranks assigned in each of the twenty-one blocks. Since each of the twenty-one characteristics appears in the format five times, the overall

score for a given characteristic is the sum of the five rankings. The rating on each set that each trait can be given extends from one to five. To determine the total score for a particular trait, each of the five rank order scores assigned to that trait is totaled. If a respondent, for example, ranked "creativeness" first (1) each of the five times that it appeared on the instrument, a total score of five would indicate the respondent believed the person whom he was describing was the "strongest" in this trait. However, if this trait received a total score of twenty-five (25) over the five rank order scores, this would indicate that the respondent was evaluating a person to be the "least strong" in that particular trait. A respondent's profile can be plotted by arranging the characteristics in rank order from the lowest numerical score (the most valued characteristic). By ranking the characteristic in this manner, it is possible to compare the scores given to an individual or group with scores made by others or with scores made on a previous administration of the instrument. The scoring for this study was done at the Computer Center, Office of Teacher Placement, University of Illinois, Urbana, Illinois.

Interpreting the Occupational Characteristics Index

The characteristics composing the Occupational Characteristics Index had been factor analyzed on a population of teachers by Simpson, Slater, and Stake for the purpose of determining whether certain of the characteristics tended to have high

or low intercorrelations. As a result of the factor analysis, twelve clusters of characteristics were identified which account for six bipolar dimensions. The authors of the Occupational Characteristics Index have assigned descriptive titles to the clusters and the assigned characteristics are as follows:

- Innovator Cluster - - - creativeness, imagination, originality, resourcefulness
- Manager Cluster - - - - considerateness, dependability, fairness, judgment
- Interactionist Cluster- considerateness, cooperativeness, fairness, dependability
- Leader Cluster - - - - enthusiasm, forcefulness, verbal fluency, vigor
- Sage Cluster - - - - - emotional stability, judgment, self control
- Youthful Aspirer Cluster-judgment, knowledge of subject matter, ambition
- Long-Suffering Advisor Cluster-considerateness, patience
- Inducer Cluster - - - - personal charm, persuasiveness
- Active Originator Cluster-creativity, enthusiasm
- Intellectual Cluster - judgment, knowledge of subject matter
- Reasonable Adaptor Cluster-fairness, flexibility, imagination
- Organizational Realist Cluster-ambition, dependability, personal charm

To further clarify the cluster categories, a brief description of each is listed below for review:

- Innovator - - - - - one who introduces something new for the first time, or what appears to be the first time.
- Manager - - - - - a person who is primarily responsible for the control or direction of an institution or the like - a person who controls and manipulates resources and expenditures
- Interactionist - - - a person who has a mutual or reciprocal action or influence with his social environment
- Leader - - - - - a person who by force of example, talents, or qualities of leadership plays a directing role, wields commanding influence, or has a following in any sphere of activity or thought
- Sage - - - - - a person, who is venerated for his experience, judgment, and wisdom
- Youthful Aspirer - - a young, vital person who seeks to attain or accomplish something important
- Intellectual - - - - a person who places a high value on or pursues things of interest to the intellect or the more complex forms and fields of knowledge
- Long-suffering Advisor - - one who advises, recommends, and warns and having long and patient endurance of offense
- Inducer - - - - - one who influences an act or course of conduct by persuasion or reasoning - one who leads or moves by persuasion or influence as to some action, state of mind
- Active Originator - - one characterized by action rather than contemplation when inventing or setting in progress an idea or plan

Reasonable Adapter - one who adjusts to a situation in agreement with proper thinking or proper judgment

Organizational - - - one who harmonizes all elements of his work with interest being material and sensible rather than imaginary or ideal

The authors of the Occupational Characteristics Index, through the use of the listed traits, have attempted to pair the clusters together into a contrasting or bipolar opposite. The six pairs are matched in the same order as they are defined beginning with innovator - manager; interactionist - leader; sage - youthful aspirer; intellectual - long suffering advisor; inducer - active originator; and reasonable adaptor - organizational realist.

The factor analysis of the characteristics further indicated that individuals who assign a high value to one characteristic in a cluster are likely to assign high values to the other characteristics in the same cluster. Moreover, individuals who assign high values to the characteristics in one cluster are likely to assign low values to the characteristics in its bipolar opposite.⁷

An examination of individual or group responses in terms of cluster scores reveals patterns of responses which may be descriptive of a number of ways in which individuals perceive

⁷Nylin, op. cit., p. 46.

themselves and others. The "Innovator - Manager" dimension of the Occupational Characteristics Index may be regarded as reflecting the individuals conceptualization of the role task. For example, the cluster consisting of the characteristics of "Creativeness - Imagination - Originality - Resourcefulness", has been given the descriptive title "Innovator." In contrast, its bipolar opposite, consisting of the characteristics of "Considerateness - Dependability - Fairness - Judgment" has been given the descriptive title "Manager." Implementing a Title III-ESEA project by a director may call upon skills that are of a completely innovative nature as compared to more traditional managerial skills. To some degree the characteristics may be considered both innovative and managerial tasks, but respondents can select traits that would determine a perception toward a more dominant role.

Another dimension of the instrument is the "Intellectual-Long Suffering" bipolar segment. This dimension may be regarded as reflecting the individual's perceptions of the psychological base of success. The other four bipolar dimensions may be similarly described.⁸

Reliability and Validity of the Instrument. In regard to the reliability of the Occupational Characteristics Index, the authors indicate that an internal consistency coefficient

⁸Dieken, loc. cit.

can be established for the test items. The coefficient represents a correlation between the rank order of any given trait in one set of five items and its rank in the other four sets of five items in which it appears. Internal consistency coefficients in the use of the Occupational Characteristics Index were reported by Auger in 1966⁹ and are as follows:

Average Internal Consistency Coefficients for Four Groups of Respondents

<u>Group</u>	<u>Pre Test</u>		<u>Post Test</u>	
	<u>Self Actual</u>	<u>Self Ideal</u>	<u>Self Actual</u>	<u>Self Ideal</u>
Student Teachers Experimental Group (N=74)	.87	.85	.85	.87
Student Control Group (N=28)	.84	.85	.85	.82
Cooperating Teacher (N=74)85
College Supervisor of Student Teachers (N=8)91	.87	.86

These coefficients were calculated by averaging Z' values across people as well as across items; then the average Z' values were converted to r equivalents.

⁹Auger, loc. cit.

Occupational Characteristics Index Stability Coefficients

12 weeks

<u>Group</u>	<u>Description</u>	
	<u>Self-Actual</u>	<u>Self-Ideal</u>
Experimental (N=74)	.57	.47
Control (N=28)	.77	.70

The authors of the Occupational Characteristics Index indicate that the validity of the instrument is not fully established and that additional studies need to be completed. However, the authors do feel that the instrument will lend credence to the view that the array of terms is representative for use in a wide range of teacher population. The developers of the Occupational Characteristics Index also indicate that the instrument may be appropriate for use in describing other professionals who also work in educational settings, i.e., administrators, counselors, directors, and other professionals in education.

SUMMARY

In summarizing the demographic data compiled on the project directors for Title III-ESEA programs in the State of Illinois, several pertinent facts are noteworthy. First, the project directors had attained a very high level of formal education. All forty participating PACE directors had earned master degrees; six directors had earned doctor degrees, and in addition, twenty-four of the directors had acquired additional graduate hours beyond the master's level. Second, the demographic data revealed that over 75 per cent of the directors had had some type of administrative experience prior to assuming the PACE directorship. Third, the data also revealed that slightly under one-third of the directors were females. The high percentage of females attaining the leadership role in PACE programs in the State of Illinois is contrary to most administrative practices in education today. Fourth, the demographic data revealed that relatively younger individuals, both males and females, assumed the PACE directorships in Illinois. Fifth, the data revealed that average salaries paid to PACE directors were within the range of salaries paid to Illinois elementary and junior high principals. Finally, the data disclosed PACE directors in Illinois had participated in a wide variety of educational experiences prior to assuming their Title III-ESEA directorship.

The review of the Occupational Characteristics Index instrument revealed that the device has an organizational pattern which can effectively measure certain traits and characteristics. The sequential review of the instrument's format in this chapter allows for meaningful interpretation and analysis of the data in the next chapter.

CHAPTER IV

ANALYSIS OF THE DATA

The specific concern of this study is to investigate two main propositions; first, that there are definite occupational characteristics among Title III-ESEA project directors in the State of Illinois, and second, that these occupational characteristics can be identified. Through the utilization of the Occupational Characteristics Index, forty directors of Title III-ESEA projects, forty superintendents, who were the immediate superiors of the project directors, and eighty peer workers, two from each participating project, attempted to identify traits and characteristics of the project director.

This chapter will review the compiled data of the three sampled groups - the project directors, the superintendents, the peer workers - for each of the six hypotheses. The review of the data will attempt to identify the dominant traits and characteristics within the various bipolar clusters. Appropriate statistical tables, with reference to the various hypotheses, will be utilized throughout this phase of the study. The mean scores of each group will be reviewed for analysis as well as the T-scores, whereby significant differences, if any, will be noted.

The statistical data are based upon a two-tailed test with differences at the .05 level or beyond considered as significant. The computational formula for the T test is found in Appendix D. A T-score of 2.021 or above is significant. As indicated in Chapter III, the lower the mean score, the more dominant acceptance of the paired clusters.

HYPOTHESIS ONE

Title III-ESEA project directors are perceived by the three sampled groups to possess INNOVATOR traits and characteristics rather than MANAGER traits and characteristics.

1. The mean scores, as compiled by the project directors, indicated significant differences in the ratings of the characteristics within the bipolar cluster of innovator-manager. The dominant mean score of 12.90 for variable two (manager) rather than the mean score of 15.05 for variable one (innovator) indicates that the project directors perceived themselves as managers (see Table I). This revelation is somewhat surprising because of the inferred opinion held by many PACE directors during personal contacts and discussions, that they saw themselves as change agents in a new educational climate. Among the forty PACE directors who participated in the study, approximately 68 per cent stated that their role was one of limited managing and administering and one of more input toward implementing new educational concepts. The obvious contradiction of what the project directors said of their job role and of how they actually rated themselves is reflected in the T score of 2.059 (see Table I A). The rejection of the first hypothesis by the PACE directors is somewhat related to the summary data sheet compiled on the project directors. The demographic summary of the directors showed that a very high

percentage of the directors had had previous high level administrative experiences. The fact that the project directors perceive themselves as managers rather than as innovators is possibly a reflection of their previous traditional administrative skills pertaining to methodology and mode of operation. The rejection of the innovator traits and characteristics variable by the project directors may also relate to their selection as project directors in the first place. The granting of a Title III-ESEA project to a local administering district focused upon several pressing problems concerned with operating funds, space allotments, and staff recruitment. The concern of the local superintendent was to find a person who could undertake an immediate operational program. This resulted in the need to hire a proven and experienced administrator, usually from within the district, rather than a person, highly innovative and creative, who could possibly be selected from within or outside of the district. The concern by pioneer evaluators in the early days of Title III-ESEA programs was that traditionalists would head the new PACE programs. This concern may be a reality within the Title III-ESEA projects in Illinois and may possibly be reflective of the rejection of the first hypothesis by the project directors.

In the review of the mean scores of the second sampled group, the superintendents, the differences were not significant in the ratings of the characteristics within the bipolar cluster

of innovator-manager. The mean score of 15.58 for variable one (innovator) and the mean score of 13.48 for variable two (manager) indicate that the forty superintendents in the study could not clearly or completely ascertain within their group the dominant characteristics of the project director regarding the above-mentioned cluster (see Table I). The inability of the superintendents to establish a well defined view of the project directors' characteristics pertaining to the innovator-manager cluster is not too surprising. Personal contact and interview sessions with many of the superintendents associated with this study expressed the opinion that the PACE project director was difficult to categorize and classify because of his "in-between" status as a separate entity, and yet, at times, was considered as part of the administrative team. Even though a high percentage of the PACE directors within the study assumed their leadership position after being appointed from within the legal administering school district, they very quickly were looked upon by many peers and superiors in a contradictory and often limpid context. The inability to accept, or completely reject, the first hypothesis may reflect the quandary that superintendents face in spelling out a job description for the director's position. There is little evidence to discount the superintendents preference for creative and imaginative leaders within PACE projects, but the hard reality of supervising and administering a new federally funded program with

very specific guidelines may have mandated the hiring of a seasoned manager. The inability of the superintendents to perceive the dominant traits and characteristics is reflected in the T-score of 2.041 that was calculated on the basis of the mean differences (see Table I A). The score indicates that the superintendents' group did not reject the hypothesis, but on the other hand, the group did not accept the opposite bipolar trait and characteristic variable of manager.

A review of the data relating to the peer workers perception of the PACE project director within the bipolar innovator-manager cluster, leads to a rejection of the hypothesis. The mean score of 15.20 for variable one (innovator) and the mean score of 13.60 for variable two (manager) indicate significant differences which present the PACE project director as being perceived a manager rather than an innovator. Even though a very high percentage of the PACE project directors verbalized their concept of themselves as innovators within the projects, the personal comments and discussions by approximately 47 per cent of the peer workers tended to categorize their PACE director as a manager. Numerous peer workers indicated that the PACE directors were assuming traditional administrative organizational patterns regarding in-service training, staff interaction, implementation of programs, and communication patterns. The peer workers also stated that the creativity and innovativeness that they

expected to find within the program were virtually non-existent. Exceptions to these comments were apparent when the original proposal writer for the project also became the PACE director when federal funding became available. Additional support for rejecting the first hypothesis by the peer workers is found in the T score of 2.088 (see Table I A). Of the three sampled groups, the peer workers scores convincingly rejected the innovator variable and perceived the project directors as managers.

In summarizing the T scores of the three sampled groups for variable one (innovator) and variable two (manager), the statistics revealed that two of the sampled groups - project directors and peer workers - clearly perceived the PACE project directors as managers rather than innovators. The third sampled group--the superintendents--did not convincingly demonstrate a statistical preference toward one variable or the other regarding the innovator-manager cluster. Two of the three sampled groups, namely project directors and peer workers, perceived the PACE directors as possessing the more dominant manager characteristics of considerateness, dependability, fairness, and judgment rather than the innovator characteristics of creativeness, imagination, originality, and resourcefulness. Thus the statistical findings reject the first hypothesis.

TABLE I

MEAN SCORES OF VARIABLE ONE (INNOVATOR)
AND TWO (MANAGER) OF THE
THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable One (Innovator)	15.05	15.58	15.20
Variable Two (Manager)	12.90	13.48	13.60

TABLE I A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
ONE (INNOVATOR) AND TWO (MANAGER)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	2.159	1.048	2.059	2.021
Superinten- dents	40	2.100	1.042	2.013	2.021
Peer Workers	80	1.587	7.602	2.088	2.021

HYPOTHESIS TWO

Title III-ESEA project directors are perceived by the three sampled groups to possess INTERACTIONIST traits and characteristics rather than LEADER traits and characteristics.

2. The mean scores, as compiled by the project directors, indicated significant differences in the ratings of the characteristics within the bipolar cluster of interactionist-leader as perceived by the project directors. The dominant mean scores of 12.84 for variable three (interactionist) rather than the mean score of 16.27 for variable four (leader) indicates that the project directors perceived themselves as interactionists (see Table II). The perceived view of possessing interactionist traits and characteristics rather than leader traits and characteristics by the project directors is certainly indicative of the PACE guidelines which virtually mandate planning, participation, and involvement by many groups of people. The role of an interactionist, especially in a new and innovative educational program, re-affirms the need for a person who has a mutual and reciprocal influence with his social environment. As many as twenty-five project directors stated during personal interviews, that they perceived themselves as possessing talents and qualities of an interactionist rather than the contrasting leadership role of directiveness and forcefulness in their commanding influential sphere. A high

percentage of the project directors said that dominant characteristics of an interactionist are vitally necessary within the conceptual and long range planning goals of Title III-ESEA. Several of the interviewed project directors expressed the opinion that the success of Title III-ESEA will, in great part, hinge upon the director's ability to interact with numerous groups. Other PACE directors also indicated that the autocratic method of administering educational programs would be inoperative in the sphere of Title III-ESEA. The project directors' view of themselves as interactionists is in part supportive of Buswell. In Chapter I, Buswell wrote that project directors must possess the emotional stability to interact with traditional groups in re-designing educational changes.¹ The computed T-score of 3.853 calculated upon the basis of the mean differences was a clear and decisive preference by the project directors toward the traits and characteristics of an interactionist.

In the review of the mean scores of the second sampled group, the superintendents compiled ratings of 13.44 for variable three (interactionist) and 16.03 for variable four (leader). The ratings showed the superintendents perceived the project directors as possessing the more dominant characteristics of an interactionist rather than leader characteristics.

¹Buswell, loc. cit.

The acceptance of the second hypothesis by the superintendents is not too surprising since many of them, by way of interviews and informal discussion, indicated that the role of the PACE director was less of an authority figure and more of an intermediary with the teacher corps and administrative staff. The acceptance of the hypothesis may also be an indication of the view held by superintendents that the person needed to head a PACE project be someone who possesses the ability to interact with students, teachers, and community citizens in a newly conceptualized format. This was in contrast to the findings of Owens,² who found in his study that Title III-ESEA directors were frequently chosen as dominant leaders and possessed leadership characteristics. One superintendent during an interview session emphasized the acute need for Title III-ESEA to bring about changes in a stagnant and non-moving educational society. The same superintendent also stated that the traditional leadership role would be ineffective within PACE and would not bring about any form of change. Other superintendents, who were personally interviewed commented that the changes which would take place because of PACE would only culminate as a result of much interaction amongst a wide variety of people concerned with PACE. The T-score of 2.621 (see Table II A), based upon the mean differences by the superintendents group, indicates a

² Owens, loc. cit.

complete acceptance of the hypothesis as perceiving the project directors as interactionists.

Upon the review of data relating to the peer workers perception of the project directors within the second bipolar cluster of interactionist-leader, the mean score of 13.88 for variable three was significantly different than the mean score of 15.77 for variable four and thus an acceptance of the hypothesis. Interviews and informal discussions with many peer workers pertaining to this cluster brought forth mixed reactions. Peer workers in projects within the metropolitan areas of the State of Illinois stated that the complexity and "bigness" of a project disallows and often offsets the effectiveness of an interactionist in bringing about change. These same peer workers in the metropolitan area of the State also expressed the opinion that the same old leadership concept of forcing peers and others associated with PACE projects to "bend" and "fall into line" under traditional bureaucracy was evident. Yet, many of the peer workers also stated the role of a project director was to bring about change, and this could only be accomplished by an interactionist who could work with diversified groups. The peer workers also expressed concern that the leadership role within the PACE projects would dictate a continued traditional pattern of authority. In spite of the somewhat contradictory view of the project directors by the peer workers regarding this cluster, the T-score of 2.495

(see Table II A) calculated upon their mean scores, indicates an acceptance of the second hypothesis by the peer workers.

In concluding the review of the second hypothesis pertaining to variable three (interactionist) and variable four (leader), all three of the sampled groups--project directors, superintendents, peer workers--perceived the PACE directors as possessing interactionist traits and characteristics. In reviewing the T-scores of the three sampled groups, the project directors overwhelmingly viewed themselves as interactionists; the superintendents' scores placed them in the middle position among the three sampled groups; while the peer workers acceptance of the interactionist variable was considerably less by comparison with the other two sampled groups. The acceptance of the second hypothesis by all three groups is an indication that they perceive the project directors to possess the more dominant traits and characteristics of considerateness, cooperativeness, fairness, and dependability rather than the leader characteristics of enthusiasm, forcefulness, verbal fluency, and vigor.

TABLE II

MEAN SCORES OF VARIABLE THREE (INTERACTIONIST)
AND FOUR (LEADER) OF THE
THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable Three (Interactionist)	12.84	13.44	13.88
Variable Four (Leader)	16.27	16.03	15.77

TABLE II A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
THREE (INTERACTIONIST) AND FOUR (LEADER)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	-3.427	0.889	3.853	2.021
Superinten- dents	40	-2.587	0.987	2.620	2.021
Peer Workers	80	-1.884	0.755	2.495	2.021

HYPOTHESIS THREE

Title III-ESEA project directors are perceived by the three sampled groups to possess SAGE traits and characteristics rather than YOUTHFUL ASPIRER traits and characteristics.

3. The mean scores, as compiled by the project directors, indicated no significant differences in the ratings of the characteristics within the bi-polar cluster of sage-youthful aspirer. The mean score of 13.76 for variable five (sage) and the mean score of 14.86 for variable six (youthful aspirer) do not establish a preference for either variable. The inability of the project directors to establish a dominant view of themselves pertaining to the sage-youthful aspirer cluster is complexing and somewhat contradictory. The contradiction centers upon the demographic data compiled on the project directors that illustrated two important facts pertaining to this hypothesis. First, the fact that the median age of the PACE directors was thirty-seven years of age. This might infer that the directors are still at a young enough age level to aspire to other administrative positions. On the other hand, the compiled demographic data on the directors revealed that over 75 per cent of them already had had previous administrative positions. It may be assumed that the project directors, in attempting to rate the traits and characteristics within the sage-youthful aspirer cluster, were confronted with

the dilemma of seeing themselves as experienced educators yet they aspired or aimed toward another personal goal. A second fact for consideration which evolved from the demographic data on the PACE directors, centered upon their previous non-administrative experiences. The data revealed a wide variety of educational experiences that could justifiably support the PACE directors as perceiving themselves as persons who are respected for their wisdom, judgment, and insight. Yet, the project directors were unable to ascertain a distinct preference within the sage-youthful aspirer cluster. Personal interviews and informal discussions with project directors revealed that over 68 per cent saw themselves as possessing sage traits. Four project directors, however, disclosed in their informal interviews that they saw the directorship as a stepping stone to "something better" and that Title III-ESEA was the means by which an equal or improved administrative position could be attained. In 1965, at the birth of Title III-ESEA, it was suggested by educational writers and speculators that PACE would serve as a catalyst for the progressive minded, mobile, and creative individuals. These same writers also stated that these creative individuals could be drawn from the ranks of administrators who no longer wished to remain in the administrative hierarchy.³ Six years later in 1971 it appears, at

³Miller, loc. cit.

least in the State of Illinois, that FACE directors have come from the ranks of administrators who possibly did not want to remain in that context. Yet based upon the T-score of 1.200 calculated upon the mean differences (see Table III A), the project directors were unable to conclusively perceive themselves as possessing the dominant traits of the sage variable nor reject the bipolar variable of youthful aspirer.

The mean score of 14.02 for variable five (sage) and the mean score of 14.97 for variable six (youthful aspirer) indicates no significant differences by the second sampled group (see Table III). The forty participating superintendents were as indecisive as the project directors in selecting the more dominant traits and characteristics within the third hypothesis. It may be assumed that the superintendents in rating the PACE directors perceived the directors as possessing traits and characteristics from both variables without any a clear preference. The difficulty in accepting the third hypothesis could be attributed to the short span of employment for the project director as revealed by the superintendents' group. Twenty-two of the interviewed superintendents recognized sage traits among the PACE directors, but a vast majority of the superintendents also indicated an awareness of the possible termination of the directors' services at the end of the three year federal funding period. Previous discussion in Chapter II presented information by Polemeni that indicated over 80 per cent

of the Title III-ESEA projects he had studied discontinued operations at the termination of the three year funding period⁴. This very high termination rate of PACE projects and the resultant release from employment for the project director may be reflected in the uncertainty of selecting the dominant traits by the superintendents. Whether or not the discontinuance of federal funds to Illinois PACE projects after a three year grant period had any effect upon how the superintendents perceive variable five (sage) and variable six (youthful aspirer), it does allow for speculation that perhaps the directors are perceived as individuals who are looking ahead three years hence to the time the funding will end, and they will be subsequently searching for a new position. Yet, as indicated above, twenty-two of the interviewed superintendents expressed the view that the project directors were frequently seen as persons possessing a wide variety of educational experiences and thus highly valued professionally. In light of this somewhat perplexing position, this ambivalence may attribute to the difficulty the superintendents had in not accepting the fifth variable. The T-score of .9609 (see Table III A) is additional evidence of rejecting the third hypothesis by the superintendents.

In reviewing the mean scores compiled by the peer workers, it was established that the peer workers also rejected the

⁴Polemeni, loc. cit.

third hypothesis. The mean scores of 14.49 for variable five (sage) and 14.75 for variable six (youthful aspirer) showed no significant differences. The inability to determine the more dominant traits and characteristics by the peer workers may be, in part, similar to the other two sampled groups regarding this hypothesis. The day-by-day operational peer involvement with the project director possibly allowed for a more insightful view of the director. The fact that peer workers are also concerned with the specter of a position that could terminate at the end of three years, may also influence their view. Comments expressed during the interviews with peer workers resulted in inferences and suppositions that the PACE director will step into another administrative position and the peer workers will be dropped after the federal funding ends. The hesitation by the peer workers to accept the dominant sage traits and characteristics is also reflected in the T-score of .3252 (see Table III A). Over 41 per cent of the peer workers claimed that their director possessed sage traits and characteristics. Yet, in practically every interview with the peer workers, there would be an inference that the PACE director would be the first employable person once the project was discontinued.

In concluding the review of the third hypothesis, the findings reveal that all three sampled groups--project directors,

superintendents, peer workers--rejected the third hypothesis. The evidence denotes the non-acceptance of the sage characteristics of emotional stability, judgment, and self control. On the other hand, the scores as compiled by the three groups do not accept the bipolar youthful aspirer variable composing characteristics of ambition, knowledge, of subject matter, and vigor.

TABLE III

MEAN SCORES OF VARIABLE FIVE (SAGE)
AND SIX (YOUTHFUL ASPIRER) OF THE
THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable Five (Sage)	13.76	14.02	14.49
Variable Six (Youthful Aspirer)	14.86	14.97	14.75

TABLE III A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
FIVE (SAGE) AND SIX (YOUTHFUL ASPIRER)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	-1.106	0.921	1.200	2.021
Superinten- dents	40	-9.505	0.989	.9609	2.021
Peer Workers	80	-2.581	0.793	.3252	2.021

HYPOTHESIS FOUR

Title III-ESEA project directors are perceived by the three sampled groups to possess INTELLECTUAL traits and characteristics rather than LONG-SUFFERING ADVISOR traits and characteristics.

4. The mean scores, as compiled by the project directors for the bipolar cluster of intellectual-long suffering advisor, indicated no significant differences. The mean score of 13.59 for variable seven (intellectual) and the mean score of 14.33 for variable eight (long-suffering advisor) reveal the non-acceptance of the intellectual variable. In view of the demographic enlightenment compiled on the PACE directors through use of the summary information sheet pertaining to their highly trained professional backgrounds, it is somewhat surprising that variable seven was rejected. All of the PACE directors who participated in this study had earned master's degrees. A very high percentage also earned additional graduate hours beyond that level. In view of this, it would be reasonable to assume that the directors would perceive themselves as intellectuals. Approximately 55 per cent of the project directors indicated through interviews and discussions that the task of directing a new format and concept related to Title III-ESEA was much more academically and intellectually demanding. Yet, over 41 per cent of the directors also stated

that their new position as director involved them more in inter-personal relations. The PACE directors who were interviewed, in over 60 per cent of the cases, indicated that the position called for much more patience and understanding with staff members and participating groups. In fact, three directors stated that the position called for greater inter-personal relations than the periods in their careers when they served as building principals. Based upon the non-significant differences between the intellectual-long suffering advisor cluster, it may be that the project directors were being modest about their academic training. There was very little, if any, direct discussion on the directors' academic qualifications during the personal interviews with PACE directors. However, this may be a future point of concern in the preparation and training of Title III-ESEA directors. Traditional academic training at an institution of higher learning may not be of much value if the PACE directorship calls for more inter-acting with people in order to bring about creative changes. The computed T-score of .778 by the project directors (see Table IV A) does not accept the hypothesis that perceives the project directors as intellectuals. On the other hand, the opposite bipolar variable (long suffering advisor) is not accepted by the project directors.

In reviewing the compiled mean scores of the second sampled group, the superintendents accepted the fourth hypothesis. The mean score of 12.74 for variable seven (intellectual) and the mean score of 15.25 for variable eight (long-suffering advisor) noted significant differences (see Table IV). The acceptance of the intellectual variable by the superintendents is reflective of their personal interview cases, whereby they perceived the PACE director as possessing reasoning and insightful traits. Nineteen of the superintendents stated that their project director was a person who possessed the ability to originate ideas. Twelve other superintendents agreed with this statement but also said that they were not convinced that the new ideas or programs could be implemented. A vast majority of the superintendents expressed concern as to whether or not the project directors were capable of directing their projects in any other manner except the traditional patterns of administration. Ten superintendents also stated they wanted a very intellectual director since they felt an intellectual director would be more capable of handling on the job problem solving as the need arose. The T-score of 2.666 (see Table IV A) is a reflection of the acceptance by the superintendents of the fourth hypothesis.

The third sampled group, peer workers, overwhelmingly perceived the project directors as possessing intellectual

traits and characteristics. The mean score of 12.18 for the seventh variable (intellectual) compared to the mean score of 15.25 for the eighth variable (long-suffering advisor) indicates very significant differences. The eighty peer workers who participated in the study left little doubt as to how they saw the PACE directors. The acceptance of the intellectual variable within the fourth hypothesis by the peer workers is certainly in agreement with Dr. Richard I. Miller, who in his first national study on Title III-ESEA, expressed the opinion that high intellect was one of the predominant traits among PACE directors.⁵ When Miller made his announcement of the predominant characteristics, very little evidence was available to support his contention. Over 50 per cent of the peer workers in this study stated that the aura of intellectualism was one of the strongest, most desirable, and most admired traits sought in their directors. Fifteen peer workers also expressed the opinion that the directors' ability to resolve a problem was a positive morale factor. However, twenty-three peer workers claimed that the directors' ability to think through a problem did not always result in positive action by the director. A sizeable majority of the peer workers preferred having an "idea" man who could accomplish tasks, but these peer workers were not certain that the "idea" man could perform effectively

⁵Miller, loc. cit.

in the PACE concept. The statistical T-score of 4.145 for the peer workers is most indicative of accepting the fourth hypothesis by the three sampled groups (see Table IV A). In fact, of the twelve variables that compose the six hypotheses in this study, variable seven (intellectual) and its positive acceptance by the peer workers is ranked as the second highest trait and characteristic variable.

In concluding the review of the fourth hypothesis, the T scores for variable seven (intellectual) and variable eight (long-suffering advisor) indicate the rejection of the hypothesis. The rejection is a difficult one to accept because two of the three sampled groups--the superintendents and peer workers--overwhelmingly supported the contention that PACE directors were perceived as intellectuals. However, the unacceptance of the intellectual variable by the project directors negates the positive approval of the two other sampled groups. The indecisiveness of the project directors to perceive dominant traits and characteristics regarding this cluster resulted in non-significant differences. Even though the fourth hypothesis is technically rejected, it appears as though the intellectual traits of judgment and knowledge of subject matter are more dominant than the long suffering advisor traits of considerateness and patience.

TABLE IV

MEAN SCORES OF VARIABLE SEVEN (INTELLECTUAL)
AND EIGHT (LONG-SUFFERING ADVISOR)
OF THE THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable Seven (Intellectual)	13.59	12.74	12.18
Variable Eight (Long-Suffering Advisor)	14.33	15.28	15.25

TABLE IV A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
SEVEN (INTELLECTUAL) AND EIGHT (LONG SUFFERING ADVISOR)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	-0.735	0.945	0.778	2.021
Superinten- dents	40	-0.253	0.951	2.666	2.021
Peer Workers	80	-0.306	0.740	4.145	2.021

HYPOTHESIS FIVE

Title III-ESEA project directors are perceived by the three sampled groups to possess INDUCER traits and characteristics rather than ACTIVE ORIGINATOR traits and characteristics.

5. The combined mean scores indicated significant differences in the ratings of the characteristics within the bipolar cluster of inducer-active originator as perceived by the project directors (see Table V). The PACE directors perceived themselves as active originators rather than inducers. The mean score of 18.74 completely rejects the inducer variable, while overwhelmingly accepting the active originator variable mean score of 14.02. This disclosure is somewhat perplexing because during informal discussions with twenty-one project directors, the directors indicated the need for mature skills and stable temperament in bringing about change through their influence and persuasion. Several of the project directors, in fact, had indicated that any changes to be implemented in Title III-ESEA would have to be made through reasoning and changing deeply seated ideas of the people associated with PACE. It appears, however, that the project directors perceive themselves being characterized as persons of direct action when involved in setting forth an educational plan. The earlier discussion of the previous administrative experiences held by the PACE directors may again play a significant

role as to how they perceived themselves in the inducer-active originator cluster. The reliance upon administrative techniques and skills to implement a plan or idea by the project directors, as well as the three year funding deadline problem, very likely forces the director to set the project in motion without worrying about the course of his conduct. Ten project directors stated during interview sessions that it was essential to make the project operative as quickly as possible, and that attempting to set inducer procedures in effect were useless. Several other directors stated that with a variety of groups the traditional methods of decision making at the central level was much more expedient than the decision making process at the project level. Still, over 25 per cent of the directors were of the opinion that the success and long range effects of PACE would only be accomplished by formulating careful and deliberate plans by inducing people to make educational changes. The support of this concept by one-fourth of the directors stems from statements made by them that the way they administered educational programs in their previous positions would not be applicable in Title III-ESEA. The calculated T-score of 5.863 pertaining to this cluster (see Table V A) mandates the rejection of the fifth hypothesis. The rejection of variable nine (inducer) is reflected in the overwhelming acceptance of its bipolar variable ten (active Originator) by the project directors. In fact, the T-score for this bipolar cluster had

the highest single ranked variable within the total of twelve variables.

In the review of the second sampled group pertaining to the fifth hypothesis, the superintendents' compiled mean scores indicated significant differences in the ratings of the bipolar cluster of inducer-active originator. The forty participating superintendents rejected the hypothesis and viewed the project directors as active originators. Even though the compiled mean scores of 17.21 for variable nine and 14.44 for variable ten (see Table V) were not as obvious in rejecting the inducer variable as the PACE directors, the scores clearly denote non-acceptance. The superintendents left little doubt that they perceived the PACE directors as a group who are characterized as being persons of action and ability when called upon to set a plan or idea into motion. The high percentage of PACE directors in this study who had previously been employed within the legal administering district, may be an indication of why these persons were selected in the first place. The personal interviews with superintendents brought forth real concerns and problems they had to face when implementing a Title III-ESEA grant once it was awarded. With this concern in mind, the superintendents, no doubt, searched for a project director who could not only administer the traditional administrative aspects of the program but actively begin the project. Fifteen superintendents stated during the

interview periods that they were supportive of the PACE guidelines regarding planning and development, but they were not in full accord with implementing a PACE program. The superintendents stated that prolonged and often wasted effort in the involvement of all factions within a PACE project resulted in practically no action. Six superintendents reported that their project directors were capable of inducing personnel within and outside of the project sphere to recognize and implement necessary changes in educational programming. The same six superintendents also acknowledged that their directors were not of the traditional administrative mold. The rejection of the fifth hypothesis by the superintendents is substantiated by the T-score of 3.131 (see Table V A).

In reviewing the third sampled group for the fifth hypothesis; the peer workers ratings also indicated significant differences in the mean scores. Variable nine (inducer) had a score of 16.33 while variable ten (active originator) had a score of 14.35. The peer workers rejected the hypothesis, and they perceived the PACE directors as active originators rather than inducers. The acceptance of the bipolar variable of active originator was not as definite as was the acceptance by the other sampled groups. However, this acceptance is supportive of the comments and statements made by peer workers. Thirty-five peer workers indicated that it was difficult to determine whether or not the PACE director was inducing them to implement

changes within the project. Yet, many of the peer workers also inferred that one of the skills their director possessed was the ability to bring about change without being autocratic.

Twenty-seven of the peer workers stated during personal interviews that the project director had no choice but to overcome the limited operational time factor by simply setting in motion the necessary machinery for operating the project. Over 42 per cent of the peer workers, however, said that the project director often circumvented other groups involved with Title III-ESEA and this resulted in limited progress. The rejection of the fifth hypothesis by the peer workers may be due, in part, to their close day-by-day working relationship with the project directors. The ability of the peer workers to perceive the project director each and every day in a host of duties allowed for a maximum of interaction between the parties. The peer workers were possibly recipients of the influences of persuasion by the PACE directors, yet, they were also able to observe the action taken by the project director in setting forth the plan of operating the project. The rejection of the fifth hypothesis by the peer workers, and the acceptance of the bipolar variable may be further illustrated in the T-score of 2.935 found in Table V A.

In summarizing the fifth hypothesis, all three of the sampled groups--project directors, superintendents, peer workers--rejected the hypothesis. In turn, all three of the

sampled groups, to various degrees, accepted the bipolar variable of active originator. The rejection of the ninth variable (inducer) by the three sampled groups may be reflective of the sampled groups' view that the project director be a leader who moves with positive action and enthusiasm rather than one who possesses the traits and characteristics of personal charm and persuasiveness.

TABLE V

MEAN SCORES OF VARIABLE NINE (INDUCER)
AND TEN (ACTIVE ORIGINATOR) OF THE
THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable Nine (Inducer)	18.74	17.21	16.33
Variable Ten (Active Originator)	14.02	14.44	14.35

TABLE V A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
NINE (INDUCER) AND TEN (ACTIVE ORIGINATOR)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	4.720	0.805	5.863	2.021
Superinten- dents	40	2.775	0.886	3.131	2.021
Peer Workers	80	1.975	0.673	2.935	2.021

HYPOTHESIS SIX

Title III-ESEA project directors are perceived by the three sampled groups to possess REASONABLE ADAPTOR traits and characteristics rather than ORGANIZATIONAL REALIST traits and characteristics.

6. The mean scores, as compiled by the project directors, indicated significant differences in the ratings of the characteristics within the bipolar cluster of reasonable adaptor-organizational realist as perceived by the project directors. The dominant mean score of 14.24 for variable eleven (reasonable adaptor) rather than the mean score of 15.95 for variable twelve (organizational realist) indicates that the project directors perceived themselves as reasonable adaptors (see Table VI). The need for flexibility in adapting to new situations is certainly a trait to be desired by a project director. The concept of PACE virtually commands that directors have the ability to meet situations that focus upon agreement between participating parties. The fact that the project directors perceive themselves as possessing reasonable adaptor traits and characteristics is in keeping with views expressed by them during informal discussions and interviews. On many occasions when PACE directors were at state wide and regional planning meetings within Illinois, the directors were repetitive in their remarks stating that one of their job roles called for fairness and flexibility in dealing not only with

personnel employed within the project, but also with teachers and supervisors within the administering districts. Guy Buswell, referred to earlier in this study, stated that innovators in educational programs should possess certain characteristics in order to be successful. One of the most important of these characteristics was that the project directors have sufficient emotional stability to adjust to proper agreements.⁶ Twenty-three of the directors affirmed that one of the most difficult adjustments they faced was adapting to the "in between" status of being neither a part of the teacher corp nor a part of the administrative team. The T-score of 2.472 indicates the acceptance of the eleventh variable by the project directors.

In the review of the second sampled group pertaining to the sixth hypothesis, the superintendents' combined mean scores showed no significant differences in the ratings of the characteristics within the bipolar cluster of reasonable adaptor-organizational realist. Contrary to the project directors' acceptance of perceiving themselves as reasonable adaptors, the superintendents were unable to determine the dominant traits and characteristics for the eleventh and twelfth variables. Further evidence of the indecisiveness by the superintendents is revealed in Table VI, which contains the

⁶Buswell, loc. cit.

mean score of 15.15 for variable eleven and mean score of 14.79 for variable twelve. The difficulty of not accepting either variable may be, in part, attributed to the temporary nature of the PACE program itself. Superintendents, in their attempts to perceive the directors' traits and characteristics in this hypothesis, may be desirous of persons who are flexible and imaginative and who can adjust to new situations. Yet, because of the thirty-six month deadline of the availability of federal funds, the superintendents may see the directors as possessing traits that revolve around organizational patterns to get the project through its various primary and maturing stages.

In reviewing the combined mean scores for the third sampled groups for the sixth hypothesis, the peer workers indicated that there were no significant differences in the ratings within the bipolar cluster of reasonable adaptor-organizational realist. The peer workers, along with the superintendents, were also unable to identify the dominant traits and characteristics for the eleventh and twelfth variables. The difficulty in selecting one set of characteristics over another by the people who work closely with the PACE director, may be supportive of research previously reviewed in this study pertaining to the ability to judge others. Perhaps, the peer workers in their daily interaction with the project directors began to perceive the director as possessing a wide variety of traits and characteristics without

any one trait or characteristic being dominant. The mean score of 15.21 for variable eleven and the mean score of 15.42 for variable twelve reveal virtually the same ratings. The T-score of .4125 as found in Table VI A also clarifies the uncertainty of the peer workers to select the dominant traits and characteristics.

In conclusion, the T scores for variable eleven (reasonable adaptor) and variable twelve (organizational realist) indicate the rejection of the sixth hypothesis. Of the three sampled groups only the project directors perceived themselves as possessing traits and characteristics associated with the reasonable adaptor cluster. Neither of the other sampled groups--superintendents and peer workers--accepted the hypothesis, nor did they accept the bipolar cluster of organizational realist. The traits of fairness, flexibility, and imagination are readily accepted by the PACE directors. The bipolar traits of dependability, personal charm, and ambition are not accepted by the two other sampled groups, nor are they totally rejected.

TABLE VI

MEAN SCORES OF VARIABLE ELEVEN (REASONABLE ADAPTOR)
AND TWELVE (ORGANIZATIONAL REALIST)
OF THE THREE SAMPLED GROUPS

	Project Director	Superin- tendent	Peer Worker
Variable Eleven (Reasonable Adaptor)	14.24	15.15	15.21
Variable Twelve (Organizational Realist)	15.95	14.79	15.42

TABLE VI A

T-SCORES OF SAMPLED POPULATION OF VARIABLE
ELEVEN (REASONABLE ADAPTOR) AND TWELVE (ORGANIZATIONAL REALIST)

	DF	MEAN DIFFER- ENCE	STANDARD ERROR OF DIFFER- ENCE	COMPUTED T-SCORE	TABLE T-SCORE
Project Directors	40	-1.715	0.694	2.472	2.021
Superinten- dents	40	3.583	0.547	.6549	2.021
Peer Workers	80	-2.126	0.515	.4125	2.021

SUMMARY

The twelve trait and characteristic variables that formed the six bipolar clusters were, in fact, the focus of the six hypotheses of the study. The hypotheses stated that one of the two trait and characteristic variables in each hypothesis would be accepted by all three of the sampled groups. Only one of the six hypotheses was accepted by all three sampled groups. The five remaining hypotheses were rejected in part by one or more of the sampled groups. Even though the individual hypothesis was being rejected by the sampled groups, the opposite bipolar trait and characteristic variable was often rated as the dominant factor. To further clarify and illustrate the dominant trait and characteristic variables, a rank correlation of the mean scores was prepared (see Table VII) and an estimate of the true ranking of the variables was arranged in a composite picture (see Table VII A). Finally, a summary chart of the T-scores for each hypothesis is found in the conclusion section of Chapter V.

TABLE VII
RANK CORRELATION OF THE MEAN SCORES

Variable	Project Directors	Superintendents	Peer Workers	Sum	Deviation	(Deviation) ²
1	9	10	7	26	6.5	42.25
2	2	3	2	7	12.5	156.25
3	1	2	3	6	13.5	182.25
4	11	11	11	33	13.5	182.25
5	4	4	5	13	6.5	42.25
6	8	7	6	21	1.5	2.25
7	3	1	1	5	14.5	210.25
8	7	9	9	25	5.5	30.25
9	12	12	12	36	16.5	272.25
10	5	5	4	14	5.5	30.25
11	6	8	8	22	2.5	6.25
12	10	6	10	26	6.5	42.25

$$s = 1199.00$$

$$\text{Test statistic } X^2 = \frac{12S}{mn(n+1)} = \frac{14388}{468} = 30.74 \text{ with } 12-1=11 \text{ d.f.}$$

$$\text{Coefficient of concordance } W = \frac{12S}{m^2(n^3 - n)} = \frac{14388}{15444} = 0.9316$$

Null hypothesis: the observers have no community of preference since the test statistic $X^2 = 30.74$ with 11 d. f. and the table value of X^2 (0.95) (11) = 19.7

Reject the null hypothesis of no community of preference and estimate the true ranking according to the sum of the ranks assigned.

TABLE VII A

ESTIMATE OF THE TRUE RANKINGS

Variable	Sum	Trait
7	5	Intellectual
3	6	Interactionist
2	7	Manager
5	13	Sage
10	14	Active Originator
6	21	Youthful Aspirer
11	22	Reasonable Adaptor
8	25	Long Suffering Advisor
1	26	Innovator
12	26	Organizational Realist
4	33	Leader
9	36	Inducer

The rankings are almost in perfect agreement and are the best estimate of the true ranking.

The inability of the three 'sampled groups to collectively accept or reject the hypotheses, except for one hypothesis, indicates a varied view of the project director. In spite of the disagreement, the sampled population was able to distinguish the more dominant traits and characteristics as indicated in the ranking of the mean scores. Of the twelve trait and characteristic variables, three variables--intellectual, interactionist, manager--were closely ranked together by the sampled population. A highly intelligent individual, who can successfully interact with a variety of people, and who possess proven managerial skills would have desirable strengths in assuming the responsibilities of a PACE directorship. Two other variables-sage and youthful aspirer-when paired in their cluster showed no significant differences. However, their mean score rankings placed them both as desirable characteristics to be possessed by the project directors. One other variable-active originator-was ranked in the upper half of the ratings. This rating is an indication that the project directors possessed the characteristics to originate ideas within the projects. Two other variables-reasonable adaptor, long suffering advisor-were ranked in the seventh and eighth positions. The ability to adapt to the changing process within a project by the directors is a desirable characteristic, but certainly not a very dominant characteristic as ranked by the sampled groups.

The long suffering advisor variable, when paired with its bipolar intellectual variable was found to be considerably less desirable in the ratings. The ninth ranked variable-innovator-was surprisingly ignored by the sampled population. In view of the fact that PACE exemplifies creativity and innovativeness, the sampled population did not perceive the directors as possessing innovative traits. The remaining three variables-organizational realist, leader, inducer-were ranked in the tenth through twelfth positions. The sampled groups perceived these three variable traits and characteristics as the least desirable of all twelve variables.

CHAPTER V

Summary, Conclusions, and Recommendations for Further Study

I. SUMMARY

This study was designed to collect and analyze trait and characteristics data on Title III-ESEA project directors within the State of Illinois. The two main purposes of the study were to determine whether or not there are dominant occupational characteristics of Title III-ESEA project directors and to identify those dominant occupational characteristics, if they do exist.

The sampled population consisted of forty project directors, forty superintendents, and eighty peer workers. Each of the three groups rated traits and characteristics of the PACE project directors through the utilization of the Occupational Characteristic Index instrument. The instrument device is designed to rate twenty-one basic characteristics that comprise twelve variables which are combined to formulate six bipolar clusters.

In order to bring into focus a complete review of the project directors, a demographic summary data sheet was used to collect basic information concerning age, training, experiences, sex, and other related items. Personal interviews and informal discussions were also held with a high percentage of project directors, superintendents, and peer workers for the purpose

of gaining additional insights and views of the PACE directors.

The compilation of the ratings by the three sampled groups was forwarded to the University of Illinois Computer Center, Urbana, Illinois, for programming and the final statistical print out.

Statistical analysis of the data was made through the use of the mean scores as well as T-scores on each cluster for the three sampled groups. In addition, a rank correlation and an estimate of the true variable ranking were analyzed and interpreted.

II. CONCLUSIONS

The compilation of the demographic data and trait and characteristic ratings revealed rather meaningful information about Title III-ESEA project directors in the State of Illinois. A composite picture of the project directors shows their mean age to be 39.6 years. Of the forty directors who participated in the study, 30 per cent were women, a rather surprising number in view of what appears to be a limited number of administrative positions open to women today. The PACE directors as a group have had a wide variety of educational experiences and positions. Over 70 per cent of the sampled directors had held administrative positions at one time or another prior to assuming their PACE directorship. The data also revealed that the directors had taken considerable graduate work. Each director had earned a master's degree; twenty-four directors had earned additional graduate hours beyond the master's degree level; and six directors had earned a doctor's degree. Over 80 per cent of the directors were employed on a yearly basis with their mean salary in the \$15,000-\$18,000 bracket. Slightly more than 65 per cent of the directors assumed their PACE directorship while employed in the district that received the federal grant.

The demographic overview and careful analysis of the

dominant traits and characteristics relative to the six hypotheses of the study will broaden the composite picture of the Title III-ESEA project directors in the State of Illinois.

Hypothesis One

Title III-ESEA project directors are perceived by the three sampled groups to possess INNOVATOR traits and characteristics rather than MANAGER traits and characteristics.

1. The project directors did not perceive themselves possessing innovator traits. They perceived themselves possessing manager traits, thus rejecting the hypothesis.

2. The superintendents' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

3. The peer workers did not perceive the project directors as possessing innovator traits. They perceived the project directors as possessing manager traits, thus rejecting the hypothesis.

Hypothesis Two

Title III-ESEA project directors are perceived by the three sampled groups to possess INTERACTIONIST traits and characteristics rather than LEADER traits and characteristics.

1. The project directors did perceive themselves possessing interactionist traits, thus accepting the hypothesis.

2. The superintendents did perceive the project directors possessing interactionist traits, thus accepting the hypothesis.

3. The peer workers did perceive the project directors possessing interactionist traits, thus accepting the hypothesis.

Hypothesis Three

Title III-ESEA project directors are perceived by the three sampled groups to possess SAGE traits and characteristics rather than YOUTHFUL ASPIRER traits and characteristics.

1. The project directors' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

2. The superintendents' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

3. The peer workers' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

Hypothesis Four

Title III-ESEA project directors are perceived by the three sampled groups to possess INTELLECTUAL traits and characteristics rather than LONG SUFFERING ADVISOR traits and characteristics.

1. The project directors' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait , thus rejecting the hypothesis.

2. The superintendents did perceive the project directors possessing intellectual traits, thus accepting the hypothesis.

3. The peer workers did perceive the project directors possessing intellectual traits, thus accepting the hypothesis.

Hypothesis Five

Title III-ESEA project directors are perceived by the three sampled groups to possess INDUCER traits and characteristics rather than ACTIVE ORIGINATOR traits and characteristics.

1. The project directors did not perceive themselves possessing inducer traits. They perceived themselves possessing active originator traits, thus rejecting the hypothesis.

2. The superintendents did not perceive the project directors possessing inducer traits. They perceived the project directors possessing active originator traits, thus rejecting the hypothesis.

3. The peer workers did not perceive the project directors possessing inducer traits. They perceived the project directors possessing active originator traits, thus rejecting the hypothesis.

Hypothesis Six

Title III-ESEA project directors are perceived by the three sampled groups to possess REASONABLE ADAPTOR traits and characteristics rather than ORGANIZATIONAL REALIST traits and characteristics.

1. The project directors did perceive themselves possessing reasonable adaptor traits, thus accepting the hypothesis.

2. The superintendents' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

3. The peer workers' ratings showed no significant differences. This resulted in neither variable being perceived as the dominant trait, thus rejecting the hypothesis.

Table VIII presents the conclusions in concise form.

TABLE VIII

SUMMARY OF T-SCORES BY THE THREE SAMPLED GROUPS
FOR THE SIX HYPOTHESES

Hypothesis	Clusters	Directors N=40	Superin- tendents N=40	Peer Workers N=80
I	T-Score*	2.059	2.014	2.088
	Variable 1 (Innovator)	Rejected	Hypothesis Rejected-	Rejected
	Variable 2 (Manager)	Perceived as Domi- nant Traits	Neither Variable Dominant	Perceived as Domi- nant Traits
II	T-Score	3.854	2.621	2.496
	Variable 3 (Inter- actionist	Accepted	Accepted	Accepted
	Variable 4 (Leader)	-----	-----	-----
III	T-Score	1.201	0.961	0.325
	Variable 5 (Sage)	Hypothesis Rejected-	Hypothesis Rejected-	Hypothesis Rejected-
	Variable 6 (Youthful Aspirer)	Neither Variable Dominant	Neither Variable Dominant	Neither Variable Dominant
IV	T-Score	0.778	2.666	4.146
	Variable 7 (Intellec- tual)	Hypothesis Rejected-	Rejected	Rejected
	Variable 8 (Long Suffer ing Advisor)	Neither Variable Dominant	Perceived as Domi- nant Traits	Perceived as Domi- nant Traits
V	T-Score	5.863	3.132	2.936
	Variable 9 (Inducer)	Rejected	Rejected	Rejected
	Variable 10 (Active Originator)	Perceived as Domi- nant Traits	Perceived as Domi- nant Traits	Perceived as Domi- nant Traits
VI	T-Score	2.472	0.655	0.413
	Variable 11 (Reasonable Adaptor)	Accepted	Hypothesis Rejected-	Hypothesis Rejected-
	Variable 12 (Organiza- tional Realist)	-----	Neither Variable Dominant	Neither Variable Dominant

* The T-Score of 2.021 or above is significant.

III. RECOMMENDATIONS

As a result of this investigation, recommendations pertaining to the PACE directors' position as well as recommendations for further study are presented below.

For PACE directorship

1. During the period of interviews and discussions with project directors and superintendents connected with this study, it was discovered that a vast majority of the Title III-ESEA administrative districts did not have any type of job description for the PACE director's position. It is recommended that a basic job description be established on a state-wide basis.

2. Many of the administering districts for Title III-ESEA projects did not possess any type of evaluative criteria that could be used in selecting a Title III-ESEA project director. It is recommended that such criteria be developed.

3. The demographic data, as well as the trait and characteristic findings from this study, could be used by school administrators in designing a criteria base for selecting individuals to head future Title III-ESEA projects.

4. The selection process for a PACE directorship could be enhanced by utilizing the Occupational Characteristics Index instrument by the selection committee.

5. An internship program on the university graduate level could be established for various PACE directorship experiences. The program could be geared toward such skills as proposal writing, implementing new educational programs, disseminating information, and evaluating.

For further study

1. Researchers could make a comparison of leadership style among urban Title III-ESEA directors in contrast to suburban Title III-ESEA directors and in contrast to rural Title III-ESEA directors.

2. Research may be conducted on former PACE directors as to what positions they acquired following the termination of the three year funding period.

3. Researchers may wish to identify PACE directors' traits and characteristics through use of the peer workers perception, as noted in the first year of the grant and again noted in the third year of the grant to determine significant differences, if any.

4. A study could be initiated to determine the creativity and innovativeness of PACE directors with various types of Title III-ESEA projects, i.e. outdoor education, special education, pupil personnel services, curriculum.

5. A research comparison could be conducted between PACE directors in charge of projects with very high operating

budgets and PACE directors with very small and limited budgets. Will the traits and characteristics of these directors differ as well as their leadership styles?

6. A study could be initiated to compare the traits and characteristics of the PACE directors with traits and characteristics of the superintendents who hired them for their position. The purpose would be to determine if a natural bias might exist on the part of the superintendents so that their selection of the directors would focus upon persons of traits and characteristics similar to those possessed by the superintendent.

7. Researchers could investigate the traits and characteristics of PACE directors who did not have previous administrative experiences with PACE directors who had been administrators. The study could also investigate the successes or failures within the projects by the two groups of PACE directors.

The future of Title III of the Elementary and Secondary Education Act rests upon a wide variety of governmental agencies. Yet a great deal of the hopes and aspirations of PACE will focus upon the project directors. Careful selection of personnel to head future PACE projects will be necessary to enhance and strengthen the concept and goals of Title III-ESEA.

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APPENDIX A

THE OCCUPATIONAL CHARACTERISTICS

INDEX INSTRUMENT

[illegible]

	8	Fairness Flexibility Originality Personal Charm Dependability	1
	9	Flexibility Forcefulness Patience Persuasiveness Emotional Stability	1
	10	Forcefulness Imagination Personal Charm Resourcefulness Enthusiasm	1
	11	Imagination Judgment Persuasiveness Self-control Fairness	1
Literacy Subject Matter	12	Judgment Knowledge of Subject Matter Resourcefulness Verbal Fluency Flexibility	1
Literacy S	13	Knowledge of Subject Matter Originality Self-control Vigor Forcefulness	2
ECT Matter	14	Originality Patience Verbal Fluency Ambition	2

5	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		PATIENCE
1	2	3	4	5	6	7	8	9	0		PERSONAL CHARM
1	2	3	4	5	6	7	8	9	0		VIGOR
1	2	3	4	5	6	7	8	9	0		CONSIDERATENESS
1	2	3	4	5	6	7	8	9	0		JUDGMENT
6	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		PERSONAL CHARM
1	2	3	4	5	6	7	8	9	0		PERSUASIVENESS
1	2	3	4	5	6	7	8	9	0		AMBITION
1	2	3	4	5	6	7	8	9	0		COOPERATIVENESS
1	2	3	4	5	6	7	8	9	0		KNOWLEDGE OF SUBJECT MATTER
7	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		PERSUASIVENESS
1	2	3	4	5	6	7	8	9	0		RESOURCEFULNESS
1	2	3	4	5	6	7	8	9	0		CONSIDERATENESS
1	2	3	4	5	6	7	8	9	0		CREATIVENESS
1	2	3	4	5	6	7	8	9	0		ORIGINALITY
8	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		RESOURCEFULNESS
1	2	3	4	5	6	7	8	9	0		SELF-CONTROL
1	2	3	4	5	6	7	8	9	0		COOPERATIVENESS
1	2	3	4	5	6	7	8	9	0		DEPENDABILITY
1	2	3	4	5	6	7	8	9	0		PATIENCE
9	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		SELF-CONTROL
1	2	3	4	5	6	7	8	9	0		VERBAL FLUENCY
1	2	3	4	5	6	7	8	9	0		CREATIVENESS
1	2	3	4	5	6	7	8	9	0		EMOTIONAL STABILITY
1	2	3	4	5	6	7	8	9	0		PERSONAL CHARM
0	1	2	3	4	5	6	7	8	9	0	
1	2	3	4	5	6	7	8	9	0		VERBAL FLUENCY
1	2	3	4	5	6	7	8	9	0		VIGOR
1	2	3	4	5	6	7	8	9	0		DEPENDABILITY
1	2	3	4	5	6	7	8	9	0		ENTHUSIASM
1	2	3	4	5	6	7	8	9	0		PERSUASIVENESS
1	2	3	4	5	6	7	8	9	0		
1	2	3	4	5	6	7	8	9	0		VIGOR
1	2	3	4	5	6	7	8	9	0		AMBITION
1	2	3	4	5	6	7	8	9	0		EMOTIONAL STABILITY
1	2	3	4	5	6	7	8	9	0		FAIRNESS

APPENDIX B

PROJECT DIRECTOR

INVENTORY SUMMARY

PROJECT DIRECTOR INVENTORY SUMMARY

(Please complete this Summary Form and Return With Other Materials)

1. Your age _____
2. Your sex _____
3. Do you work on the project? full time _____
part time _____
4. Your salary range for this year. (Please circle one)
a. under \$10,000 c. \$12,001 - 15,000 e. \$18,001 - 21,000 g. over \$24,001
b. \$10,000 - 12,000 d. \$15,001 - 18,000 f. \$20,001 - 24,000
5. Were you employed within the project's administering district prior to your appointment as project director? (please circle one) Yes No
6. Were you the original proposal writer for the Title III ESEA project? Yes No
7. Please list the number of students actually being served by your project this year. _____
8. Please list the actual number of students within the Administating District. _____
9. Please circle the highest rank of training you have attained.
1. Bachelor's Degree 3. Master's Degree 5. Doctor's Degree
2. Bachelor's Degree plus hours 4. Master's Degree plus hours
10. Which of the following educational positions have you ever held? (please check)

_____ Superintendent of Schools	_____ Elementary School Principal
_____ Assistant Superintendent	_____ Assistant Elem. School Principal
_____ Administrative Assistant	_____ Department Chairman
_____ Administrative Aide	_____ Secondary Teacher
_____ Secondary School Principal	_____ Jr. High Teacher
_____ Asst. Secondary School Principal	_____ Elementary Teacher
_____ Other, please specify _____	
11. How many years have you been the project director? _____

APPENDIX C

DIRECTIONS FOR RATING TRAITS
WITHIN THE
OCCUPATIONAL CHARACTERISTICS INDEX

FOR PROJECT DIRECTOR

This answer sheet will be machine scored by an optical scanning process. To insure accurate results, please observe the following instructions without exception.

1. Use a #2 pencil only (no pens or electrographic or colored pencil)
2. Place the answer sheet on a hard surface.
3. It is imperative that marks be dark. You should fill the spaces and include, but not exceed, the numbered boundaries provided.
4. In this survey there are no right or wrong answer, only a reaction to a trait as you perceive it.

SAMPLE

1	2	<input checked="" type="radio"/>	4	5	Creativeness
1	<input checked="" type="radio"/>	3	4	5	Dependability
1	2	3	4	<input checked="" type="radio"/>	Forcefulness
<input checked="" type="radio"/>	2	3	4	5	Judgment
1	2	3	<input checked="" type="radio"/>	5	Ambition

PROJECT DIRECTOR - PLEASE READ CAREFULLY

Use the traits on the Digitek form to describe your characteristics as you think they are exhibited in your work as the project director. In each set of five traits blacken the 1 before the trait on which you think you are the strongest, the 2 before the trait on which you think you are next strongest, the 3 before the next, the 4 before the next, and finally blacken the 5 before the trait on which you think you are the least strong.

PLEASE NOTE

1. THERE ARE FIVE TRAITS IN EACH OF THE 21 SECTIONS. COMPLETE EACH SECTION BEFORE MOVING ONTO THE NEXT SECTION.
2. IN EACH SECTION YOU WILL MAKE FIVE BLACK MARKS, BUT ONLY ONE MARK WILL

APPENDIX D

INFORMATIONAL LETTER

TO THE

PROJECT DIRECTOR

WEST CHICAGO ELEMENTARY SCHOOLS
DISTRICT #33
WEST CHICAGO, ILLINOIS

Dear Project Director:

As a former supervisor of Title III-ESEA projects for the Office of the Superintendent of Public Instruction, I am seeking your assistance to participate in a study revolving around Title III-ESEA project directors in the State of Illinois. The study focuses around the PACE Directors' traits and characteristics as perceived by you, the project director; as perceived by your superintendent or a supervisor; and as perceived by any two professional co-workers within your project. The survey instrument is very short in nature and requires no more than 10 to 15 minutes to complete. The same type of instrument is used by all surveyed participants, except for differing classification, within each project in the State of Illinois. I am optimistic that all Title III-ESEA project directors within the State will participate in the study.

This study will be the final phase of work as required by Loyola University toward a Doctorate in Education. All replies will be kept in strict confidence, without any use of names by any of the participants.

In conclusion I would greatly appreciate your participation in the study, as well as your assistance in distributing the designated survey sheets to your superintendent or supervisor and to any two professional staff members of your choice within the project. The results of the study will be available to you upon completion. Please feel free to contact me regarding any questions you may have. Thank you for your cooperation in this request.

Sincerely,

Jerald J. Saimon
Superintendent

APPENDIX E

COMPUTATIONAL FORMULA

FOR THE T-TEST

D = difference in a pair of scores X_1, X_2

\bar{D} = $\sum D/n$ where n is the number of paired scores

$s^2_{\bar{D}}$ = $(n \sum D^2 - (\sum D)^2) / (n(n-1))$

t = $\bar{D}/s_{\bar{D}}$ with $(n-1)$ degrees of freedom

Edward C. Bryant, Statistical Analysis

(New York; McGraw-Hill Book Company, Inc. 1960),

p. 93.

APPROVAL SHEET

The dissertation submitted by Jerald J. Saimon has been read and approved by members of the Department of Educational Administration.

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is, therefore, accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

January 24, 1972
Date

W. H. Helle
Signature of Adviser